

Agenda Book

September 16-17, 2024

Location:

Old Dominion University



September 16-17, 2024, Council Meeting Schedule of Events

Old Dominion University
Norfolk, VA 23529

September 16, 2024

- 11:00 – 1:00** **New Council Members ONLY - Orientation**
Chartway Arena, Big Blue Rooms
Committee Room A
[Section I on the agenda](#)
New Council members: Micah Edmond; Lindsay Fryer; John Olsen; Carlyle Ramsey;
Steven Taylor.
- 1:00 – 2:45** **Academic Affairs Committee**
Chartway Arena, Big Blue Rooms
Committee Room A
[Section II on the agenda](#)
Committee members: Cheryl Oldham (chair); Micah Edmond; Jason El Koubi;
Lindsay Fryer; William Harvey; Doug Straley; Steven Taylor.
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- 1:00 – 2:45** **Resources and Planning Committee**
Chartway Arena, Big Blue Rooms
Committee Room E
[Section III on the agenda](#)
Committee members: Jennie O’Holleran (chair); Walter Curt; John Jumper; Delceno
Miles; John Olsen; Carlyle Ramsey.
- 3:00 - 5:00** **Joint Meeting with the Council of Presidents**
Chartway Arena, Big Blue Rooms
Committee Room C
[Section IV on the agenda](#)
- 5:15 – 6:00** **Reception**
Barry Art Museum
1075 W. 43rd Street
- 6:00 – 7:30** **Dinner**
Barry Art Museum
1075 W. 43rd Street

September 17, 2024

9:00 – 12:30 Council Meeting
Broderick Dining Commons
Board Room, 2nd Floor
[Section V on the agenda](#)

NEXT MEETING: October 21-22, 2024
Community College Workforce Alliance, J. Sargeant Reynolds Community College.



Council Meetings – September 16-17, 2024
Old Dominion University

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I. New Council Members Orientation & Lunch (ODU) Monday, September 16, 2024 (Chartway Arena, Big Blue Rooms/Committee Room A)	11:00 a.m.	Mr. Fleming	6
II. Academic Affairs Committee (ODU) Monday, September 16, 2024 (Chartway Arena, Big Blue Rooms/Committee Room A)	1:00 p.m.		
II.A. Call to Order	1:00 p.m.	Ms. Oldham	
II.B. Approval of Minutes from the July 23 Academic Affairs Committee	1:05 p.m.	Ms. Oldham	36
II.C. Action on Certification of a Proposed Postsecondary School	1:10 p.m.	Dr. DeFilippo/ Ms. Freeman	38
II.D. Action on Proposed Organizational Change at a Public Institution	1:25 p.m.	Dr. DeFilippo	42
II.E. Review of Program Announcements from Public Institutions	1:40 p.m.	Dr. DeFilippo	49
II.F. Briefing on SCHEV’s Program Productivity Policy	2:10 p.m.	Dr. DeFilippo	111
II.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:40 p.m.	Dr. DeFilippo	125
II.H. Motion to Adjourn	2:45 p.m.	Ms. Oldham	
III. Resources and Planning Committee (ODU) Monday, September 16, 2024 (Chartway Arena, Big Blue Rooms/Committee Room E)	1:00 p.m.		
III.A. Call to Order	1:00 p.m.	Ms. O’Holleran	
III.B. Approval of Minutes from the July 23 Resources and Planning Committee	1:05 p.m.	Ms. O’Holleran	129
III.C. Action on Institutions’ IPS Performance	1:10 p.m.	Dr. Khattar	134
III.D. Update on FAFSA Enrollments	1:45 p.m.	Mr. Andes/ Mr. Massa	149
III.E. Briefing on SCHEV’s Research Website	2:00 p.m.	Mr. Massa	153
III.F. Briefing on Review Process for Public Institutions’ Six-Year Plans	2:20 p.m.	Mr. Andes	155

III.G. Motion to Adjourn	2:45 p.m.	Ms. O'Holleran	
IV. Joint Meeting with Council of Presidents (ODU) Monday, September 16, 2024 (Chartway Arena, Big Blue Rooms/Committee Room C)	3:00 p.m.		158
V. Council Meeting (ODU) Tuesday, September 17, 2024 (Broderick Dining Commons, Board Room, 2nd floor)			
V.A. Call to Order	9:00 a.m.	Ms. Miles	
V.B. Approval of Minutes from July 23 Council Meeting	9:05 a.m.	Ms. Miles	159
V.C. Welcome and Introduction of New Council Members	9:10 a.m.	Ms. Miles	
V.D. Remarks from Brian Hemphill, President, Old Dominion University	9:25 a.m.	Dr. Hemphill	170
V.E. Action on Meeting Schedule and Locations	9:45 a.m.	Ms. Miles/ Ms. Osberger	172
V.F. Discussion of Systemwide Budget & Policy Recommendations for the 2025 Legislative Session	9:50 a.m.	Mr. Andes	174
Break	10:35 a.m.		
V.G. Update on Statewide Strategic Plan Priority Initiatives	10:45 a.m.	Ms. Salmon	193
V.H. Report from the Agency Director	11:05 a.m.	Mr. Fleming	201
V.I. Discussion of the New K-12 Standards of Accreditation	11:15 a.m.	Dr. Coons	205
V.J. Report of the Academic Affairs Committee	11:30 a.m.	Ms. Oldham	
V.K. Report of the Resources and Planning Committee	11:45 a.m.	Ms. O'Holleran	
V.L. Receipt of Items Delegated to Staff	12:00 p.m.	Mr. Fleming	206
V.M. Old Business	12:05 p.m.	Ms. Miles	
V.N. New Business	12:10 p.m.	Ms. Miles	
V.O. Receipt of Public Comment	12:15 p.m.	Ms. Miles	
V.P. Motion to Adjourn	12:20 p.m.	Ms. Miles	
<u>NEXT MEETING:</u> October 21-22, 2024 – Community College Workforce Alliance (Richmond)			

*Use of courtesy titles is based on the expressed preference of the individual

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability. Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

State Council of Higher Education for Virginia Agenda Item

Item: I. – New Council Member Orientation

Date of Meeting: September 16, 2024

Presenter: Scott Fleming
Director
scottfleming@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to provide Council’s new members with an overview of Virginia higher education and Council duties and operations.

Background Information/Summary of Major Elements:

The General Assembly created the State Council of Higher Education for Virginia in 1956 at a time of rapid growth in postsecondary enrollment in Virginia and across the nation. SCHEV is established as a state-level “coordinating body” rather than a “governing board.” In Virginia, governance of the public colleges and universities is reserved to the 15 individual institutional boards (14 Boards of Visitors and the State Board for Community Colleges), whose members are appointed by the Governor and confirmed by the legislature. The boards, per the *Code of Virginia*, “shall at all times be under the control of the General Assembly.”

In the *Code*, Council’s first enumerated duty is the same as in 1956: to develop a [statewide strategic plan](#) that reflects the goals of the Commonwealth. Council’s duties in the *Code of Virginia* exceed 30, with additional responsibilities (some time-limited; others ongoing) laid out in the annual *Appropriation Act*. As an agency, SCHEV also undertakes special studies and initiatives on its own but within the overall authority granted by the Governor and General Assembly. More information about Council’s duties and responsibilities is accessible [here](#).

Virginia’s “system” of higher education is one of the 10 largest in the nation, with over 500,000 students enrolled in public, non-profit private, and proprietary two- and four-year institutions. Last year, Virginia public and private institutions conferred over 127,000 degrees and certificates, the largest number ever. Total

appropriations in support of colleges, universities and affiliated agencies are about \$3 billion. In addition, appropriated nongeneral funds in support of operations, auxiliary enterprises, and sponsored programs exceed \$8 billion. Capital appropriations, which vary by year, are separate and in addition to operating funds. More information about Virginia's higher-education system is available [here](#). SCHEV also maintains hundreds of data reports on its [Research website](#).

Council conducts its business through two committees: Academic Affairs; and Resources and Planning. The committee chairs report out to the full Council on matters discussed and bring forward motions for Council action on items voted upon in committee. The full Council also engages in discussion, receives reports and acts on items that transcend the committees.

Council's normal cadence is to meet six times per calendar year. At the discretion of Council, its in-person public meetings are held in Richmond and at public and private institutions across the Commonwealth. At the discretion of the Council chair, Council may meet for special purposes.

At the meeting in September, staff will review basic Council functions and the materials provided on the pages that follow.

Materials Provided: The pages that follow provide:

- Council Members List
- Agency Leadership Contact Info
- Agency Organizational Chart
- SCHEV Responsibilities
- Administrative Details
- "Policy on Council Travel"
- "SCHEV Policies for All Virtual Meetings and Electronic Meetings"
- *Freedom of Information Act* Basics (from the FOIA Advisory Council)
- *SCHEV Bylaws*

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Resolution: N/A



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Council Members List 2024-25

NAME	APPOINTED	REAPPOINTED	EXPIRES
Curt, Walter	7/1/22		6/30/26
El Koubi, Jason	12/1/21		N/A–Ex officio
Fryer, Lindsay	7/1/24		6/30/28
Harvey, William, PhD.	7/1/22		6/30/26
Jumper, General John*	7/1/23		6/30/27
Miles, Delceno**	7/1/23	7/1/24	6/30/28
O'Holleran, Jennie	7/1/21		6/30/25
Oldham, Cheryl	6/1/22		6/30/26
Olsen, John	7/1/24		6/30/27
Ramsey, Carlyle, PhD.	7/1/24		6/30/25
Straley, Doug***	7/1/23		6/30/27
Taylor, Stephen, PhD.	7/1/24		6/30/28

* = Chair ** = Vice Chair *** = Secretary



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

SCHEV Agency Leadership

Director

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Laura Osberger

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Budget and Finance Director

VACANT

Academic Affairs & Planning Director

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Strategic Planning and Policy Studies Director

Alan Edwards

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Lee Andes

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Policy Analytics Director

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Paula Robinson

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STAFF ORG CHART TO BE ADDED ON 9/4.



SCHEV Responsibilities

Virginia Code § 23.1-200 describes SCHEV's purpose:

The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

In furtherance of the above-described purpose, SCHEV performs many functions and duties enumerated in Chapter 2 of Title 23.1 of the *Code of Virginia*, including 30 core duties listed at § 23.1-203. SCHEV's resulting responsibilities range over academic policy, private education regulation, finance and financial aid policy, data collection and analysis, research investment, board development, and numerous planning and communication functions designed to advocate for, and improve the coordination of, higher education in Virginia.

ACADEMIC RESPONSIBILITIES

Academic Policy and Approval Authority: Council approves public institutions' new degree programs, instructional sites, degree escalations, and mission statements. It also coordinates state policy on transfer, student learning assessment, military-related students, program productivity, and state distance education reciprocity. The Academic Affairs staff communicates and works with institutions on academic policy through numerous standing advisory committees, chief among which is the Instructional Programs Advisory Committee, which consists of chief academic officers of public institutions and one private institution representative.

Authorization of New and Out-of-State Institutions: Council authorizes certain private and out-of-state postsecondary institutions to operate in Virginia through

SCHEV's office of Private Postsecondary Education (PPE). PPE staff examines applications from institutions seeking certification, holds mandatory orientation sessions for applicant schools, conducts institutional audits to ensure compliance with Virginia regulations, and investigates and responds to student complaints (for all institutions). PPE also oversees closures of regulated institutions, a process that includes facilitating teach outs, preserving student records, and coordinating refunds as appropriate. PPE staff maintains regular communications with the U.S. Department of Education and works with institutions through the Career College Advisory Board.

BUDGET AND FINANCE RESPONSIBILITIES

The main function of this section is to provide financial management, procurement services and budget functions for all sections in the agency. Provide overall guidance and interaction with all levels of staff of the agency in development, implementation, and monitoring of all budget and finance matters. To ensure compliance in accordance with regulations and policies governed by the Commonwealth of Virginia including the VPPA and APSPM.

Financial Management: Process and ensure all financial transactions for the agency are in compliance with regulations and policies governed by the Commonwealth of Virginia.

Typical day-to-day transactions include: financial aid disbursements to public and private institutions in and out of state, travel reimbursements to staff and council members, grant payments to other state agencies and outside organizations, vendor purchases with Small Purchase Credit Card, and all other miscellaneous payments and/or transfers to other state agencies.

Budgetary Processes: Provide overall guidance and interaction with all levels of staff of the agency in development, implementation, and monitoring of all budget and finance matters. Budget entries are done to transfer funds to public institutions for financial aid, grant awards and other special projects. In addition, all submissions to DPB are done in the budgeting system.

Procurement Services: SCHEV's procurement function must ensure that all procurements, regardless of dollar amount or funding source, are conducted in a fair and impartial manner with avoidance of any impropriety or the appearance of impropriety, that all qualified vendors have access to public business, and that no provider of goods or services is arbitrarily or capriciously excluded.

Procurement for the agency has increased significantly in volume and dollar amount. Procurement function responsibilities include:

- Manage all purchasing for staff to include, contracts, RFP, sole source, catering, lodging etc.
- Educate and assist staff in “proper” procurements and appropriate vendors to use.
- Contracts for special events such as BOV, OFA and special projects
- Small, Women and Minority (SWAM) Plan Administrator, SWAM and Dashboard reports. Assist staff in obtaining SWAM goal of 42%.

FINANCE POLICY & INNOVATION RESPONSIBILITIES

Finance Policy Analysis and Recommendations: Council makes recommendations to the Governor and General Assembly for state support for public higher education operations and capital needs. In addition, data analysis and policy recommendations are provided on an ongoing basis, especially to the Appropriations and Finance committee staffs of the General Assembly. The agency’s Finance Policy & Innovation staff communicates and works with institutions through the Finance Advisory Committee, which consists of chief finance officers of public institutions.

Oversight of Financial Aid Programs: The Finance Policy section also administers most of the Commonwealth’s programs for need-based financial aid and other state-funded student assistance. In this capacity, over \$70 million passes through SCHEV to public institutions for need-based aid, to qualified Virginia residents attending in-state private non-profit institutions, and to qualified students in non-need-based assistance programs. The guidelines and regulations governing nearly all state-funded and state-authorized student assistance are issued by SCHEV, which also makes aid/assistance funding recommendations.

DATA RESEARCH RESPONSIBILITIES

Data Collection and Dissemination: The agency maintains a comprehensive data system designed at the student level to meet Council’s need for information to inform policy decisions and budget recommendations. This data system comprises the core of the postsecondary component of the Virginia Longitudinal Data System (which Council administers) and provides over 30 years of data on Virginia college students. These data provide the raw material behind the extensive public reporting of student data on the SCHEV website and many of

consumer information requirements found in statute. The biennial enrollment projections and degree estimates are also handled within this area of SCHEV.

GENERAL SYSTEM RESPONSIBILITIES:

Boards of Visitors Orientation: Council is statutorily required to develop and provide educational programs for newly appointed members of the governing boards of the public institutions of higher education. The topics to be covered are stipulated in the *Code of Virginia* and range from best practices in governance to future and national trends. The orientation has traditionally been held during autumn in Richmond. This location and timing allow for the participation of key policy makers and government officials in a central location. Council is required to submit an annual summary of its BOV training activities to the General Assembly and Governor. In addition to the yearly orientation, SCHEV also oversees the continuing education requirements for board members beyond the first two years of service.

Communications: SCHEV provides information regarding Virginia higher education and its mission to external stakeholders via the agency website, newsletter and in response to individual inquiries via email and telephone. The Communications staff also provides information to internal stakeholders, including Council members and staff, via the agency intranet and a weekly news summary.

Legislative Affairs: SCHEV creates and advocates for legislation that supports the agency's mission. Staff members respond to requests from the Governor and Secretary of Education for analysis of individual bills in the form of Legislative Action Summaries and Enrolled Bill Reports. Various staff members are also called upon to testify before General Assembly committees as their areas of expertise dictate. SCHEV staff responds to individual legislators' requests for information and coordinate reports mandated by legislation.

Academic Common Market: The Academic Common Market (ACM) is a program of the Southern Region Education Board (SREB) that provides access and affordability to students seeking specialized degree programs not available at any of Virginia's four-year public institutions. Eligible Virginia students are granted in-state tuition by participating public institutions in other (STEB).

Access Initiatives: SCHEV has for several years administered a **GEAR UP** grant (Gaining Early Awareness and Readiness for Undergraduate Programs) from the U.S. Department of Education, which aims to foster college readiness for

secondary-school students from economically disadvantaged areas. Through this grant, over 8,000 students receive college-preparation services and potential financial support to encourage their pursuit of postsecondary education. Additionally, **Level Up Virginia**, a statewide, collaborative initiative that seeks to coordinate college-access programming, launched in 2023. Its efforts include hosting events, offering professional development and coordinating the Middle School Campus Visit Project. The website, levelupvirginia.org, serves as an informational platform for students, families and educators.

Work-based Learning Initiatives: SCHEV is authorized in statutory and budget language to offer grants and resources to institutions to facilitate expansion of paid and credit-bearing student internships and other work-based learning opportunities in partnership with Virginia-based companies. Through a statewide initiative marketed as V-TOP (Virginia Talent + Opportunity Partnership), SCHEV collaborates with stakeholders from diverse sectors, such as business and industry, secondary and higher education, economic development and state agencies. The effort aims to facilitate the readiness of students, employers, and higher education institutions to participate in internships and work-based learning opportunities in Virginia.

Six-year Planning Process: The *Code of Virginia* (§ 23.1-306) requires the governing board of each public institution of higher education to develop and adopt a six-year operating (academic, financial and enrollment) plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the plan template and the plan-review process at the state level. A six-member group (referred to informally as Op-Six), which includes the Director of the Department of Planning and Budget, the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations, the Staff Director of the Senate Committee on Finance and Appropriations and the Director of SCHEV reviews the draft plans. Following review by Op-Six and potential revisions by institutions' administrators in response to that review, each governing board adopts its institution's six-year plan. The public institutions develop their six-year plans in each odd-numbered year, in conjunction with the state's preparations for the next biennial budget. In even-numbered years, the boards affirm or update the plans, if/as necessary.

Statewide Strategic Planning: Since Council's creation in 1956, its first statutory duty has been to develop a statewide strategic plan that identifies a coordinated approach to state goals for higher education, and which emphasizes the unique institutional missions and anticipates future needs at both the undergraduate

and the graduate levels. Council approved the current plan, *Pathways to Opportunity: The Virginia Plan for Higher Education*, in 2021 with the vision of Virginia being the best state for education by 2030 and the target of 70% educational attainment of all 25 to 64-year old working-aged Virginians by 2030.



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Administrative Details

Meeting Schedule

The calendar of Council meetings is introduced at the July meeting and voted on at the September meeting for the following calendar year. The current schedule includes six regular meetings per year – usually on the third Monday/Tuesday in the months of January, March, May, July, September and October.

- Two of the meetings are scheduled in a one-day format rather than a day-and a half for the remaining meetings (January and July).
- The Council usually meets four times a year on a college campus on a rotating basis, including one meeting at a private institution.
- The remaining two meetings are held in Richmond. Committees usually meet on Monday afternoon, followed by a group dinner. The full Council meets from approximately 9:00 – 12:30 on Tuesday following the Monday meetings, with the exception of the one-day format when committee meetings are held in the morning followed by the full Council meeting.
- The Council Chair may call additional meetings and/or planning sessions.
- A continental breakfast and boxed lunches are provided at all Council meetings.

Travel Arrangements

When the meeting is scheduled at an out-of-town institution, that institution's president will host a dinner on Monday following the committee meetings. It is important that the Council be well represented at these functions. As mentioned above, when meetings are in Richmond, a dinner may also be scheduled on Monday evening following the committee meetings.

SCHEV staff also will make hotel arrangements for all meetings and room, tax, and parking expenses are generally billed directly to SCHEV. Council members will be responsible for notifying the hotel or Laura Osberger, in accordance with the hotel's established deadline, if a cancellation is necessary. State accounting rules prohibit using state funds to pay for hotel expenses incurred as a result of late cancellations. Therefore, any such charges will be billed to the individual Council member. If a Council member prefers to make his/her own hotel reservations, the bill may be submitted for reimbursement at the applicable state rate for the area in which the hotel is located.

SCHEV will contact Council members no later than six weeks ahead of a scheduled meeting to record your planned attendance and hotel needs. It is important that we receive your commitment early as the hotels often require advanced notice in their agreements with the agency.

Agenda Materials

The Council has moved to a paperless agenda system. As new members, you will receive an email to set up your account with OnBoard, our board portal platform. The agenda book and supporting materials will be available in the board portal approximately one week prior to the Council meetings. Training is available if requested. In addition, all materials will be posted on the SCHEV website one week prior to the meeting.

Parking in Richmond

Parking is NOT available for Council members in the James Monroe building. However, for meetings held at SCHEV in Richmond, arrangements will be made for members to park in state parking deck #13, located across the street from the Monroe building loading dock. Parking passes will be mailed in advance of the meeting and should be posted from the rearview mirror. When entering the parking garage, members may use their SCHEV ID card to open the gate. If there is a problem, press the button and give the attendant your name and the number on your parking pass.

The Monroe building can be entered either from the street level on Franklin Street (near the loading dock) or from the main entrance on 14th Street. From either entrance, take the elevators to the first floor. Then take the middle set of elevators to the SCHEV offices on the ninth floor.

Security in the Monroe Building

During normal business hours, there is a guard stationed at the street level (employee) entrance and at the first-floor entrance. Show your ID to the guard at either entrance. If you do not have your ID with you, you will need to sign in as a guest and enter at the first-floor entrance. Your ID will allow you to access the SCHEV offices by swiping it in the card reader at the ninth and tenth floor office entrances. If you do not have your ID, the receptionist will open the door.

Reimbursements

Council members may elect to receive reimbursement for mileage when traveling to and from meetings. Reimbursement forms are provided to members

at each meeting. You must return the original form with your signature in order to be reimbursed (faxed copies of reimbursements are not acceptable).

Reimbursement funds must be distributed via direct deposit. SCHEV staff will provide the appropriate forms that need to be completed. If you choose to decline state reimbursement, please notify Laura Osberger.

Compliance Obligations

The Virginia Conflict of Interest and Ethics Advisory Council requires each citizen member appointed to a state board to complete an annual financial disclosure statement in January. The Ethics Council also requires completion of periodic online training to ensure SCHEV compliance with the state and Local Government Conflict of Interest Act, § 2.2-3100. SCHEV staff will contact you with instructions when necessary.

Contact Information

Please provide SCHEV staff with your preferred contact information, as well as your assistant's name, phone number and email address, if applicable

Your privacy is important to us. Occasionally, the agency will receive mail or email messages addressed to Council members. We do not share your contact information and will forward all mail and messages through agency staff.

We are always available to answer any questions you may have, so please feel free to contact any of the SCHEV staff for assistance.

Scott Fleming

Director

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Laura Osberger

Director of Board & Executive Operations, and Communications

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(804) 387-5191 (cell)



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

“SCHEV Policy on Council Travel”

The State Council of Higher Education for Virginia (SCHEV) is responsible for communicating state travel policies, regulations and procedures to all non-state employees who travel on state business. A non-state employee is any individual who is not employed by the state, but who is conducting official state business, including a member of any board or commission.

SCHEV recognizes official state business as that which is authorized by or affiliated with SCHEV.

All appointed members of SCHEV must receive prior, written authorization from the Chair or a resolution of full Council, in order to be reimbursed for travel expense not associated with routine business of the Council. Council members have a right to appeal by the full Council if in disagreement with the Chair over authorization of any travel issues.

Non-routine business of the Council is official state business that has not otherwise been previously assigned by the Chair, Vice Chair or full Council.

SCHEV's Director is hereby authorized to affect any procedures necessary to implement this policy.



“SCHEV Policies for All Virtual Meetings and Electronic Meetings Conducted During State of Emergency Declarations”

Approved October 25, 2022

I. All Virtual Meetings

The following practice and procedures apply when a meeting is held in which all members participate electronically:

1. Upon the decision by the Chair or Majority of the Council membership that a Council meeting will be held in an all-virtual format, the Council will issue a required meeting notice and include a statement notifying the public that the all virtual meeting format will be used. This notice should include a statement that should the meeting format change, that subsequent notice will be issued and in accordance with Virginia Code 2.2-3707.
2. The Council will provide for the general public to observe the all virtual meeting via electronic communications which allow the public to hear the Council members’ deliberations, other than for any portion of the meeting that is closed pursuant to Virginia Code § 2.2-3711.
 - a. If audio-visual technology is used, the electronic communication means should allow the public to also see the public body.
 - b. The Council will provide the public access to observe all-virtual meetings.
 - c. The Council will state in the notice for the meeting whether public comment will be taken at the meeting or provide a means for submitting written comments.
3. A copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to the members of the Council for a meeting shall be

made available to the public in electronic format at the same time that the materials are provide to the members of the Council.

4. No more than two members of the Council can be together or present in any one of the remote locations used during the all-virtual meeting unless that remote location is open to the public and physically accessible to the public.
5. The Council is limited in convening meetings in the all-virtual format to two meetings or 25 percent of the meetings held each calendar year rounded up to the next whole number, whichever is greater.
6. The Council may not hold meetings in the all-virtual format consecutively with another all-virtual public meeting.
7. The Council will provide a phone number or other live contact information so the public can alert the Council of the audio or video transmission issues that interfere with their access, participation or viewing of the public bodies meeting.
 - a. The Council will monitor such designated means of communication during the meeting.
 - b. Should access fail, the Council shall take a recess until public access is restored (subject to reasonable time limitations).
8. In the event the Council convenes a closed session during the all-virtual public meeting, transmission of the meeting to the public must resume before the public body votes to certify the closed meeting as required by subsection D of Virginia Code § [2.2-3712](#).
9. Minutes of all-virtual public meetings held by electronic communication means are taken as required by Virginia Code § [2.2-3707](#) and include the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held.

II. Electronic Meetings Conducted During State of Emergency Declarations

When an emergency has been declared, pursuant to Virginia Code § 44-146.17 or where the locality in which the body is located has declared a local state of

emergency pursuant to Virginia Code § 44-146.21, the Council must affirm that (i) the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location and (ii) the purpose of the meeting is to provide for the continuity of operations of the Council or the discharge of its lawful purposes, duties, and responsibilities.

In such cases, a physical quorum is not required for the conduct of public business.

In cases of emergency, the Council will:

1. Give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to members of the Council conducting the meeting;
2. Make arrangements for public access to such meeting through electronic communication means;
3. Provide the public with the opportunity to comment if public comment is customarily received at such meeting; and
4. Follow other mandates of this policy and law.



Virginia Freedom of Information Act (FOIA)

The *Virginia Freedom of Information Act* (FOIA), located § 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees.

A public record is any writing or recording -- regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format -- that is prepared or owned by, or in the possession of a public body or its officers, employees or agents in the transaction of public business. All public records are presumed to be open, and may only be withheld if a specific, statutory exemption applies. In other words, all emails, texts and documents exchanged between Council members are subject to FOIA.

The policy of FOIA states that the purpose of FOIA is to promote an increased awareness by all persons of governmental activities. In furthering this policy, FOIA requires that the law be interpreted liberally, in favor of access, and that any exemption allowing public records to be withheld must be interpreted narrowly.

FOIA: An Easy Guide (YouTube): <https://www.schev.edu/institutions/boards-of-visitors/foia>

A video that explains FOIA and provides information for Council and Board members.

What Every Board Member Absolutely Has to Know about FOIA:
<https://www.schev.edu/home/showpublisheddocument/710/637810823553000000>

Memo issued by the Attorney General's office regarding what Council and Board members need to know regarding FOIA.



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

SCHEV Bylaws

Adopted:	September 17, 2003
Amended:	October 17, 2006
Amended and Restated:	January 8, 2008
Amended:	July 20, 2010
Amended:	October 29, 2013
Amended:	January 10, 2017
Amended:	January 14, 2019
<u>Amended:</u>	<u>October 25, 2022</u>

Prepared by

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Preface

The original SCHEV Bylaws were adopted in 1986 and specify that the Bylaws be reviewed every four years. Changes were made in 2003, 2006, 2008, 2010, 2013, 2017, 2019 and 2022. This report is presented to the Council and recommends revisions that reflect the Council's current organizational structure and good-governance practices.

The major revisions to the Bylaws proposed are summarized as follows:

- Changed the Electronic Participation section to reflect changes made to legislation in the 2022 session.

Bylaws of the State Council of Higher Education for Virginia

Amended by Council October 25, 2022

SECTION ONE

These Bylaws of the State Council of Higher Education for Virginia adopted October 25, 2022, supersede all previous Bylaws of the Council. The Council acknowledges that it is guided in its operations by law, various state regulations and by its own standing orders.

SECTION TWO

Responsibilities of the Council

The responsibilities of the Council of Higher Education shall be those specified in the Code of Virginia or assigned to the Council by the Governor or the General Assembly.

SECTION THREE

Council Officers and Method of Election

- I. The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.
- II. Election of the chair and vice chair, and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year. Notification to all Council members of the date, time and place of the election meeting shall be made in writing at least two weeks prior to the meeting. The chair, vice chair, and secretary may be nominated by any member of the Council. Voting shall be by a voice vote or a show of hands. The nominee for each position receiving the majority of the votes cast by members attending the meeting shall be elected. No proxy voting shall be allowed.
- III. The number of consecutive years a member may hold the same office shall be limited to three. Committee chair terms are not so limited. A vacancy in the office of chair shall be filled by the vice chair.

- IV. A vacancy in the office of vice chair shall be filled by the secretary.
- V. The Council shall establish such other offices as it deems necessary from time to time.
- VI. The general duties of the chair shall include:
 - A. Preside at all meetings of the Council.
 - B. Serve as the official spokesperson and representative of the Council.
On policy issues on which Council has not taken an official position, the chair shall consult the Executive Committee or act at the request of the Council.
 - C. The chair may delegate all or part of these duties to other members of Council as permitted by law.
- VII. The general duties of the vice chair of the Council shall include:
 - A. Perform those duties delegated by the chair.
 - B. Serve as acting chair in the chair's absence.
- VIII. The general duties of the secretary of the Council shall include:
 - A. Perform those duties delegated by the chair.
 - B. Sign the official minutes of the Council.

SECTION FOUR

Membership of the Council

The membership of the Council is specified in Section 23.1-200 of the Code of Virginia, included in the Appendix to these Bylaws.

SECTION FIVE

Council Staff

- I. The Council shall employ a full-time director to serve as its chief administrator.

- II. The duties of the director shall be specified by the Council. The director shall receive a performance evaluation at least annually in a manner specified by the Council. Except as specified in these Bylaws, the staff employees of the Council shall be supervised by the director. The director shall report to the Council. However, between Council meetings the director shall take guidance and direction from the chair on behalf of the Council.
- III. The director, with the consent of the Council, shall appoint a professional staff member whose responsibilities will include assisting the director in making arrangements for Council meetings and keeping minutes of all Council meetings.

SECTION SIX

Council Meetings

- I. The presiding officer of the Council shall be the chair who shall enforce the rules of procedure of the Council fairly and impartially. If the chair does not serve, the vice chair shall serve. If the vice chair cannot serve, the secretary will serve.
- II. The Council shall meet at least quarterly or on the call of the chair. A majority of the Council may also call a meeting.
- III. Written or oral notification of each meeting shall be given to each member of the Council or committee at least one week prior to the Council or committee meeting. A Council meeting may be called upon shorter notice by agreement of a majority of the members but must be in accordance with the open meeting requirements in the Freedom of Information Act.
- IV. A written agenda for the Council or committee meetings shall be sent to each member approximately one week prior to the meeting unless the meeting has been called on shorter notice by agreement of a majority of the members.
- V. Except as prescribed in these Bylaws, all Council meetings shall be conducted in accordance with the rules and procedures set forth in the most recent edition of Robert's Rules of Order. For purposes of interpretation of Robert's Rules of Order, Council meetings shall be considered a meeting of

a “large” body. However, meetings of any committee of the Council shall be considered a meeting of a “small” body.

SECTION SEVEN

Committees

Establishment and Appointments. The Executive Committee shall be a standing committee of the Council and consist of the chair, vice chair and such other members as may be appointed by the chair. The Executive Committee shall make recommendations in all those areas concerning the internal management of Council operations, including the organization and effective functioning of the Council, its staff and its work. The Executive Committee shall act on behalf of the Council between meetings.

The chair may appoint such other standing committees or ad hoc committees from time to time as deemed appropriate or to ensure the efficient disposition of the Council’s work. The chair shall specify the purpose and duration of any ad hoc committee.

Terms of Office. The term of office of members appointed to the Executive Committee, any other standing committee or any ad hoc committee shall be at the pleasure of the Council’s chair.

Quorum. The presence of fifty percent of committee members shall constitute a quorum. For purposes of constituting a quorum of any committee, the Council’s chair and/or vice chair, when present, shall be considered members of that committee, entitled to take action within that committee.

Electronic Participation. Pursuant to applicable law and guidance, the following practice and procedures apply for the participation of members who cannot physically attend a meeting in which public business will be conducted.

1. Prior to a scheduled Council meeting, a member must (1) notify the Chair or Board Liaison that he or she is unable to attend the meeting due to (a) a temporary or permanent disability or other medical condition that prevents physical attendance, (b) a family member’s medical condition that requires the member to provide care for such family member thereby preventing the member’s physical attendance, (c) a member’s residence is more than sixty

- (60) miles from the meeting location identified in the notice, and (d) a personal matter that prevents physical attendance.
- a. in the case of a personal matter, the member must identify with specificity the nature of the personal matter.
 - b. Participation by a member pursuant to a personal matter is limited each calendar year to two meetings or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.
2. A quorum of the Council members must be physically assembled at the primary or central meeting location for the Council to consider the participation of a remote member.
 3. The Chair, or in the Chair's absence, the Vice Chair, shall recommend approval or disapproval of the participation to the Council member. If the Council approves the participation by majority vote, it must record in its meeting minutes
 - a. the fact of the remote participation;
 - b. the location of the remote participation (and the remote location need not be open to the public);
 - c. whether the remote participation is because of
 - d. a temporary or permanent disability or other medical condition, or
 - e. a personal matter; and
 - f. in the case of a personal matter, the specific nature of personal matter.
 4. This policy must be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.
 5. The Council may deny participation for personal matters only if participation would violate this policy. If a member's participation is disapproved, the disapproval and the reason for the disapproval shall be recorded in the minutes with specificity.
 6. The Council must plan for the voice of the remote participant to be heard by all persons at the primary or central meeting location.
 7. Should the requirements of this policy not be met, the Council member will be allowed to listen into the proceedings through an electronic means, if available.
 8. The Council will provide the public access to observe any meeting at which a member is permitted to participate by remote means. The Council will state in the notice for the meeting whether public comment will be taken at the meeting and will provide a means for submitting written comments.

Manner of Acting. The act of the majority of the committee members present at a meeting at which there is a quorum shall constitute the act of the committee.

Operation of Committees and Authority. Committees shall not have authority of the Council except where specifically authorized by the Council.

SECTION EIGHT

These Bylaws shall be reviewed and revised, as necessary, at least every four years. Any member may propose amendments to the Bylaws at any time. Proposed amendments must be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. A three-quarters vote of the total membership shall be required to adopt any amendments to these Bylaws.

The attached appendix is not part of the SCHEV Bylaws. It is included here as reference material.

*Appendix
Code of Virginia*

Chapter 2

§ 23.1-200. State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction.

The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.

E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring other than by expiration of a term shall be filled for the unexpired term. No nonlegislative citizen member shall serve for more than two consecutive terms; however, a nonlegislative citizen member appointed to serve an unexpired term is eligible to serve two consecutive four-year terms. No nonlegislative citizen member who has served two consecutive four-year terms is eligible to serve on the Council until at least two years have passed since the end of his second consecutive four-year term. All appointments are subject to confirmation by the General Assembly. Nonlegislative citizen members shall continue to hold office until their successors have been appointed and qualified. Ex officio members shall serve terms coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council shall appoint a secretary and such other officers as it deems necessary and prescribe their duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public institution of higher education in its agenda. The chief executive officers shall present information and comment on issues of common interest and choose presenters to the Council from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of private institutions of higher education, in its agenda.

1956, c. 311, § 23-9.3; 1964, c. 597; 1970, c. 117; 1972, c. 210; 1974, c. 544; 1980, c. 728; 1991, c. 590; 2013, c. 605; 2016, c. 588; 2017, c. 314; 2018, c. 202.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
July 23, 2024**

DRAFT MINUTES

Ms. Oldham called the meeting to order at 10:00 a.m., at James Monroe Building, 10th floor Conference Room, State Council of Higher Education for Virginia, in Richmond, Virginia.

Committee members present: Cheryl Oldham (Chair), Jason El Koubi, Steven Taylor, Lindsey Fryer, and J. Douglas Straley.

Staff members present: Darlene Derricott, Joseph G. DeFilippo, Jodi Fidler, Sandra Freeman, BethAnn Howard, Emily Muniz, Monica Osei, Kirstin Pantazis, Paula Robinson, Paul Smith.

APPROVAL OF MINUTES FROM THE MARCH 18 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Straley and seconded by Mr. El Koubi, the minutes were approved unanimously (5-0).

Ms. Oldham introduced and invited staff to present information on the following topics:

ACTION ON PROPOSED ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION

Dr. DeFilippo described the background of the proposed new school at The College of William and Mary in Virginia (W&M). The new School of Computing, Data Sciences, and Physics will improve administration, enhance visibility, and enable improved external collaboration, particularly with Jefferson Labs. The new school would contain three departments and multiple degree programs at both the undergraduate and graduate level.

Dr. Peggy Agouris, Provost at W&M, addressed the committee, noting the new school would be the first new school in over 50 years and will be transformative to the way W&M engages with the workforce community. In response to a query from Dr. Taylor, Dr. Agouris noted consistent demand for graduates in the included fields of study in the Northern Virginia region and growing demand for graduates in Richmond and throughout the commonwealth. In response to a query from Ms. Fryer, Dr. Agouris noted no concerns about continuing funding for the new school and an expectation of increased research development, which would benefit both students and faculty. In response to a comment from Mr. El Koubi, Dr. Agouris commented that smaller organizational units allow for increased nimbleness and efficiency, which increases responsiveness to workforce needs.

The following resolution was approved unanimously (5-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Computing, Data Sciences, and Physics at the College of William and Mary in Virginia, effective August 15, 2024.

DISCUSSION OF ACADEMIC AFFAIRS COMMITTEE RESPONSIBILITIES

Dr. DeFilippo introduced the topic as an overview of the duties and responsibilities of SCHEV related to both public and private post-secondary higher education in Virginia, for the benefit of new committee members. SCHEV has parallel yet distinct duties for the two sectors (public and private), which are outlined respectively on pages 17-19 of the agenda book. In response to queries by Ms. Oldham and Dr. Taylor, Dr. DeFilippo suggested a discussion of internal academic affairs staff processes and the productivity and viability review process at a future committee meeting. In response to a query from Mr. El Koubi, Ms. Freeman, Private Postsecondary Education Director, explained that SCHEV staff review all complaints received from students of private and public institutions, whereas complaints that fall under Title VI are forwarded to a proper state or federal agency. In response to a query from Ms. Freyer, Dr. DeFilippo noted that staff regularly receives requests from organizations across the nation to comment as experts on civic engagement, program approval policy, and transfer credit policy, among other topics.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Ms. Oldham adjourned the meeting at 11:28 a.m.

Cheryl Oldham
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: II.C – Academic Affairs Committee – Action on Private Postsecondary Education Institution Certification

Date of Meeting: September 16, 2024

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to inform Council review of and action on a postsecondary institution for certification, in accord with *Code of Virginia* §23.1-219.

Background Information/Summary of Major Elements:

A prospective institution of higher education, Agora University, has applied to SCHEV for certification to operate in Virginia. Behind this cover sheet, SCHEV staff provides a summary of that application.

Materials Provided:

- Agora University application summary

Financial Impact:

Council action on this application will have no financial impact on SCHEV. Agora University has submitted the required certification fee to operate as a postsecondary institution in Virginia.

Relationship to Goals of *The Virginia Plan for Higher Education*:

Council's consideration of new postsecondary institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Timetable for Further Review/Action: N/A

Resolution:

Staff presents the proposed certification of **Agora University** to operate in Virginia to the Academic Affairs Committee.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Agora University to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 17, 2024.

Agora University **Application Summary**

School Overview

Agora University is a private, non-profit institution of higher education operating in Virginia as a religious-exempt institution since 2018. The institution seeks certification as the prerequisite to expanding its offerings to include non-religious programs. Agora University offers its programs entirely via distance education and is accredited by the Distance Education Accrediting Commission (DEAC).

School Officers

President and CEO – Dr. Emmanuel Gergis
Chancellor – Fr. Michael Sorial, D.Min
Chief Operating Officer – Sylvana Selim
Chief Financial Officer – Amir Hanna

School Mission Statement

Agora University's mission statement is as follows:

Agora University is a pioneering global Orthodox Christian University dedicated to building bridges between Orthodox Christianity and the humanities to address the challenges of the contemporary world via distance learning. Agora University is committed to building a community of inspired students through innovative learning, open discussion, and research to become whole persons and creative leaders who advance their communities. We welcome students from all faiths, and backgrounds and provide them the intellectual freedom to express their diverse voices in open dialogue while preserving and upholding the particularity of our Orthodox Christian identity.

Proposed Educational Programs and Credentials

Agora University will offer the following programs:

- Certificate in Eastern Christian History
- Certificate in Eastern Christian Scripture
- Certificate in Contemporary Studies
- Certificate in Servant Enrichment
- Master of Theological Studies
- Doctor of Theology
- Master of Business Administration

Proposed Location

Agora University will operate at:
9253 Old Kenne Mill Rd, Burke, VA 22015

Financial Stability Indicator

SCHEV staff calculated Agora University's financial composite score as 3.0 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Agora University has submitted a surety for \$20,000, which is adequate to provide refunds to all Virginia students for the unearned non-Title IV portion of tuition and fees for the first year of enrollment in the event of school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

State Council of Higher Education for Virginia Agenda Item

Item: II.D – Academic Affairs Committee – Action on Proposed Organizational Change at a Public Institution

Date of Meeting: September 16, 2024

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to present information for Council review and action on a proposed organizational change at a public institution. The information is presented in fulfillment of Council's duty, in accord with *Code of Virginia*, §23.1-203 (7), to:

review and approve or disapprove the establishment of any department, school, college, branch, division, or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution.

Background Information/Summary of Major Elements:

Organizational Change Presented for Approval

- Old Dominion University and Norfolk State University are proposing to establish the **Joint School of Public Health**.

Financial Impact: See summary information below.

Timetable for Further Review/Action: N/A

Relationship to Goals of *The Virginia Plan for Higher Education*:

Council's consideration of proposed new organizational units at public institutions supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.

- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

Staff presents the proposed establishment of the **Joint School of Public Health** to the Academic Affairs Committee.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the Joint School of Public Health at Old Dominion University and Norfolk State University, effective September 30, 2024.

Old Dominion University and Norfolk State University Proposed Establishment of the Joint School of Public Health

Background

On December 23, 2020, the presidents of Old Dominion University (ODU), Norfolk State University (NSU), and the former Eastern Virginia Medical School (EVMS) met to discuss health issues and opportunities to address health issues in Norfolk, Virginia. The three presidents discussed establishing a multi-institutional unit to oversee public health endeavors in the Hampton Roads region.

In January 2021, the School of Public Health Working Group was formed. The group consisted of the ODU Provost and Vice President for Academic Affairs, the President of NSU, the Executive Director for the Center for Public Health Initiatives at NSU, the Dean and Associate Dean of the School of Health Professions and EVMS, and the department chairperson of School of Community and Environmental Health at ODU. On February 24, 2021, the presidents requested the task force members to write a Memorandum of Understanding (MOU) to establish a multi-institutional school dedicated to public health.

In June 2021, the School of Public Health Working Group created an ad hoc School of Public Health Initiative (SPHI) Leadership Team. The SPHI team was comprised of the Interim Dean, the Director of Accreditation, and the Associate Dean of the School of Health Professions from EVMS, the Executive Director of the Center for Public Health Initiatives at NSU, and the department chairperson for the School of Community and Environmental Health at ODU.

In a July 2021 special General Assembly session, Governor Youngkin approved the designation of \$2.5 million annually each to both ODU and NSU. The funding was to begin in July of 2022 and support the building and operation of an independent school dedicated to public health.

On August 26, 2021, a MOU was signed by the presidents and provosts of ODU, NSU and the former EVMS. On March 29, 2024, ODU and NSU signed an addendum to the original memorandum of understanding (MOU) to continue efforts toward establishing the proposed school. The provosts of ODU and NSU met and discussed the final documentation for the proposed school. The two leaders determined the universities should propose establishing a new independent school.

Purpose of the Proposed Change

The purpose of the proposed organizational change is to establish an academic unit to provide oversight and administration of ODU's and NSU's public health programs, initiatives, and resources.

Rationale for the Proposed Change

The establishment of the proposed new independent school will be advantageous to ODU and NSU. The proposed independent school will help both institutions in three ways: (1) enhance visibility of public health, (2) provide a cohesive administrative structure, and (3) fulfill dedicated funding.

Academic Programs and Units: The School of Public Health Initiative (SPHI) Leadership Team identified the strengths of a standalone School focused on public health at ODU and NSU. The strengths that were identified include opportunities to build a shared identity among faculty and academic units focused on public health education and, greater administrative freedom and autonomy to increase public health initiatives. An accredited standalone school in public health would provide visibility and recognition for both ODU and NSU that is not currently present. Thus, the proposed organizational change to establish a joint independent school of public health will allow ODU and NSU to collaborate academically and, establish a clear identity for public health education at both institutions.

Administrative Oversight: The Dean's Office of the proposed new school will be positioned to provide a common framework for overseeing operations and resources for public health disciplinary areas. With the school as the overarching academic unit, the resources needed to support public health can be combined and efficiently managed to maximize the efforts and initiatives of all public health departments. The proposed school will be able to effectively coordinate academic and student services, support initiatives and equitably distribute resources to support the new departments within the school.

Funding Support: ODU has been interested in creating a standalone School of Public Health since 2016. Part of the motivation for pursuing this endeavor now was the success of the ODU and NSU Presidents in securing funding for the development and operations of a joint school of public health. For example, in January of 2021, Sentara Healthcare announced \$2 million awards given to ODU and NSU, for a total of \$4 million to develop a joint school of public health.

The state budget adopted for the 2021 biennium allocated \$2.5 million a year of general funds to both ODU and NSU to develop, establish, and operate a joint school of public health. The proposed organizational change to establish a standalone academic unit dedicated to public health will utilize funds allocated by the state.

Academic Units

Norfolk State University: The proposed organizational change will not alter or change any existing academic units at NSU. No changes will be made to departments or divisions in the College of Science, Engineering, and Technology or at the university as a result of the proposed organizational change to establish a new school.

Old Dominion University: The proposed organizational change will result in changes to an academic unit in ODU's College of Health Sciences. The School of Community and Environmental Health will be relocated from the College of Health Sciences to the proposed Joint School of Public Health. The school would be reorganized to establish two new departments:

- Department of Epidemiology, Biostatistics, and Environmental Health
- Department of Health Behavior, Policy, and Management.

Academic Programs

Norfolk State University: The following academic program will be connected to the proposed new school. The degree program is located in the Department of Nursing and Allied Health.

- Master of Public Health (MPH) in Public Health

Old Dominion University: The following academic programs will reside in the proposed school. Two degree programs and one certificate program will be administered by the Dean's Office.

Dean's Office

- Bachelor of Science in Public Health (BSPH) in Public Health
- Master of Public Health (MPH) in Public Health
- Graduate Certificate in Global Health

Department of Epidemiology, Biostatistics, and Environmental Health

- Bachelor of Science (BS) in Environmental Health
- Undergraduate Certificate in Occupational Safety

Department of Health Behavior, Policy, and Management

- Doctor of Philosophy (PhD) in Health Services Research
- Master of Healthcare Administration (MHA) in Healthcare Administration

Accreditation

The Council on Education for Public Health (CEPH) requires that academic units seeking to use "public health" in the name of the unit be in the application process for consideration of accreditation. ODU and NSU are proposing the following timeline for the accreditation process of the proposed School:

January 2023:	Accepted as an applicant for a School of Public Health
Fall 2023-Summer 2024:	Prepare Self-study document
October 2024:	Submit Self-study document
April 2025:	Site visit by CEPH accreditation team
December 2025:	Accreditation status decision from CEPH.

If all milestones and CEPH criteria are met, the proposed school's formal accreditation would be granted in 2025.

Administration

A founding Dean for the proposed school has been recruited and hired. The position is full-time and reports to the Executive Vice President of the Macon & Joan Brock Virginia Health Sciences at Old Dominion University. The position will have eight direct reports, including one Associate Dean, one Assistant Dean, two Department Chairpersons, and four staff positions in the Dean's Office. The position will serve as the chief academic and administrative officer for the proposed new school.

Resources

The proposed Joint School of Public Health will be supported by existing resources at ODU. The proposed School's budget presents current expenditures for the School of Community and Environmental Health which will be reorganized to establish the Department Epidemiology, Biostatistics, and Environmental Health, and the Department of Health Behavior, Policy, and Management, and proposed expenditures for the first three years of the proposed Joint School of Public Health. The budgets of the two new departments will be allocated to the proposed new Joint School of Public Health. A total of \$3,500,000 will be moved from the College of Health Sciences, School of Community and Environmental Health to the proposed school.

The Commonwealth has designated \$5M annually in funding to support the establishment and operation of the new school, \$2.5M to each ODU and NSU. The funding will be given as a part of general funding to both institutions. Norfolk State University and Old Dominion University will not request additional state funding.

Budget

ODU's proposed budget to establish and operate for the Joint School of Public Health's first three years will be \$6,464,624 rising to \$6,673,087. The funding will include funds allocated from Sentara Health and the Virginia General Assembly.

New Academic Unit - Proposed Name: Joint School of Public Health

Expenditure Category	Proposed Budget			
	HDCT	2024 - 2025	2025 - 2026	2026 - 2027
Personnel Salary				
Postion Title Dean	1	\$240,000	\$240,000	\$240,000
Fringe Benefits		\$129,425	\$129,425	\$129,425
Postion Title Associate Dean for Research	1	\$180,000	\$180,000	\$180,000
Fringe Benefits		\$53,850	\$53,850	\$53,850
Postion Title Assistant Dean for Initiatives and Innovation	1	\$150,000	\$150,000	\$150,000
Fringe Benefits		\$46,845	\$46,845	\$46,845
Postion Title All Other Personnel	7	\$933,393	\$933,393	\$933,393
Fringe Benefits		\$301,619	\$301,619	\$301,619
Faculty	45	\$3,195,628	\$3,371,306	\$3,371,306
Fringe Benefits		\$864,290	\$929,135	\$929,135
Personnel Subtotal	55	\$6,095,050	\$6,335,573	\$6,335,573
Student Support				
Student HelpersWorkers				
Graduate Teaching Assistant				
Graduate Research Assistant	8	\$160,000	\$160,000	\$160,000
Student Support Subtotal	8	\$160,000	\$160,000	\$160,000
Operating Expenses				
Office Supplies		\$12,284	\$12,284	\$12,284
Instructional Supplies		\$10,854	\$10,854	\$10,854
Travel		\$9,485	\$9,485	\$9,485
Marketing		\$25,000	\$10,940	\$10,940
Conference/Professional Development		\$23,313	\$23,313	\$23,313
Other Costs		\$128,638	\$114,638	\$110,638
Operating Expenses Subtotal		\$209,574	\$181,514	\$177,514
Total	63	\$6,464,624	\$6,677,087	\$6,673,087

State Council of Higher Education for Virginia Agenda Item

Item: II.E – Academic Affairs – Review of Program Announcements from Public Institutions

Date of Meeting: September 16, 2024

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to present 11 “Program Announcements” for new degree programs that seven public institutions plan to submit for SCHEV approval within the next year. The Program Announcement is a feature of the SCHEV program approval policy in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” *Code of Virginia* § 23.1-203 (5).

Background Information/Summary of Major Elements:

Council’s program approval policy includes a two-stage system for the establishment of new degree programs. The first stage is the Program Announcement. The Program Announcement is intended to serve three purposes:

- alert the Academic Affairs Committee of new degree programs before they are presented for Council action;
- give Committee members the opportunity to raise questions and requests for further information that can be incorporated into the full proposal; and
- provide advance notice to other public institutions of higher education so they can comment on issues related to program duplication and opportunities for collaboration.

Materials Provided:

Table of Program Announcements

Appendix: Program Announcements from Public Institutions, September 2024

Financial Impact: N/A

Timetable for Further Review/Action:

For programs announced here, proposals may be submitted after a one-month period to allow for feedback from other institutions. Proposals must be submitted to SCHEV by September 17, 2025.

Relationship to Goals of *The Virginia Plan for Higher Education*:

Council's consideration of new degree programs supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

Table of Program Announcements

The table below lists the Program Announcements included in this agenda item, by institution and level; institutions with similar existent programs are also indicated.

	Institution	Degree Designation	Program Name	CIP	Similar Programs, by Institution	Page # in Appendix
1	George Mason University	Doctor of Philosophy (PhD)	Cyber Security Engineering		1: ODU	1
2	George Mason University	Master of Science (MS)	Artificial Intelligence	11.0102	—	5
3	George Mason University	Master of Science (MS)	Behavior Analysis	42.2814	2: JMU (2)	9
4	James Madison University	Bachelor of Arts (BA), Bachelor of Fine Arts (BFA)	Dance	50.0301	4: GMU, ODU, Radford, VCU	13
5	James Madison University	Bachelor of Arts BA), Bachelor of Science (BS)	Environmental Earth Science	03.0104	7: GMU, Longwood, ODU, UMW, UVA, VCU, VT	22
6	Norfolk State University	Doctor of Philosophy (PhD)	Computer Science	11.0101	6: GMU, ODU, VCU, VT, UVA, W&M	29
7	Old Dominion University	Master of Science (MS)	Electrical and Computer Engineering	14.4701	8: GMU (2), NSU, UVA (2), VCU, VT (2)	34
8	Old Dominion University	Doctor of Philosophy (PhD)	Electrical and Computer Engineering	14.4701	6: VCU, GMU, UVA (2), VT (2)	39
9	Virginia State University	Bachelor of Science (BS)	Computer Information Systems	11.1003	8: GMU, JMU, NSU, ODU, Radford, UVA, VCU, VT,	44
10	Virginia Polytechnic Institute and State University	Master of Science (MS)	Data Science	30.7001	5: GMU (2), ODU, UVA, VCU	49
11	The College of William and Mary in Virginia	Bachelor of Science	Coastal and Marine Sciences	30.3201	1: ODU	54

By Broad Subject:

Computer Science/Engineering: 6
Data Science: 1
Health: 1
Natural Science: 2
Performing Arts: 1

Duplication (6+ existing similar programs at public institutions):

James Madison University	BA/BS	Environmental Earth Science
Norfolk State University	PhD	Computer Science
Old Dominion University	MS	Electrical and Computer Engineering
Old Dominion University	PhD	Electrical and Computer Engineering
Virginia State University	BS	Computer Information Systems

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Cyber Security Engineering
CIP code	
Anticipated Initiation Date	Fall 2026
Governing Board Approval Date (actual or anticipated)	Anticipated September 26, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (18 credits)

CYSE 700: Research Methodology and Pedagogy in Cyber Security Engineering (3 credits)

CYSE 710: Networks and Cyber Security (3 credits)

CYSE 757: Cyber Law (3 credits)

CYSE 780: Hardware and Cyber-Physical Systems (3 credits)

CYSE 787: Cyber Security Systems Engineering (3 credits)

CYSE 789: Advanced Artificial Intelligence Methods for Cyber Security (3 credits)

Restricted Electives (30 credits)

Students select 6 credits from the following courses

CYSE 770: Fundamentals of Operating Systems (3 credits)

ECE 646: Applied Cryptography (3 credits)

CYSE 760: Human Factors in Cyber Security (3 credits)

Students select 24 credits from a list of courses.

CS 583: Analysis of Algorithms (3 credits)

CS 530: Mathematical Foundations of Computer Science (3 credits)

CYSE 640: Wireless Network Security (3 credits)

CYSE 650: Topics in Cyber Security Engineering (3 credits)

CYSE 698: Independent Study and Research (3 credits)

CYSE 750: Advanced Topics in Cyber Security Engineering (3 credits)

CYSE 765: Quantum Information Processing and Security (3 credits)

CYSE 785: Advanced Unmanned Aerial Systems Security (3 credits)

ISA 764: Security Experimentation (3 credits)

ISA 862: Models for Computer Security (3 credits)

ISA 863: Advanced Topics in Computer Security (3 credits)

OR 719: Graphical Models for Inference and Decision Making (3 credits)

Research (24 credits)

CYSE 998: Doctoral Dissertation Proposal (3-12 credits)

CYSE 999: Doctoral Dissertation (a minimum of 12 credits)

Total: 72 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Apply foundational knowledge of cyber security to engineering applications.
- Analyze cyber-physical systems, networks, software, and hardware for vulnerabilities to various attack scenarios.
- Integrate security fundamentals in building secure and resilient cyber infrastructure, including large-scale cyber-physical systems and networks.
- Apply quantitative and qualitative methods to cyber security.
- Construct approaches for predicting, detecting, and responding to cyber threats utilizing artificial intelligence.
- Evaluate the principles of cyber law and how they impact cybersecurity occurrences.
- Design curriculum and pedagogical experiences for training the next generation of cyber security engineers.
- Lead innovative research that contributes to the cyber security engineering knowledge base.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Conduct fundamental research to push the frontiers of cyber security defense and mitigation techniques.
- Train and educate undergraduate and graduate students and the population in computer security fundamentals.
- Analyze cyber security problems in critical infrastructure and design effective solutions.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	Doctor of Engineering (DEng)/Doctor of Philosophy (PhD) in Engineering, concentration in Cybersecurity, CIP code: 140101	31 (unable to aggregate by concentration)

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer science teachers, postsecondary	42000	44300	5.3	Doctoral or professional degree
Engineering teachers, postsecondary	45500	49700	9.3	Doctoral or professional degree
Computer and Information Research Scientists	36500	44800	22.7	Master's Degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer Science Teachers, Postsecondary	1523	1595	4.73	7	N/A
Engineering Teachers, Postsecondary	1249	1357	8.65	11	N/A
Computer and Information Systems Managers	14659	16636	13.48	198	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2026 - 2027	Program Full Enrollment Year 2029 – 2030	
1	Projected Enrollment (Headcount)	8	20	
2	Projected Enrollment (FTE)	6	15	
3	Estimated Tuition and E&G Fees	\$17,016 (in-state) \$36,480 (out of state)	\$17,016 (in-state) \$36,480 (out of state)	

Cost and Funding Sources to Initiate and Operate the Program			
4	Projected Revenue from Tuition and E&G Fees	\$136,120	\$340,320
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

State Needs. This proposed program will further the State’s effort in developing a sustainable Cybersecurity industry in the Commonwealth. Although there are lower-level (Bachelor’s and Master’s) degree programs available in Cyber Security, there is no existing doctoral-level Cyber Security Engineering degree program in the State. This is a unique but timely program that will address the gap in producing academic doctoral-level academic and researchers in cybersecurity.

Employer Needs. The program will prepare students for international, national, and local employment in academia, government, contractors, think tanks, and non-government organizations. The program will provide rigorous academic training in cybersecurity required by the employers. Given the location of Mason, the program has the potential to contribute to the Government needs in cyber security researchers. In addition, the program will address the growing need of academics in Cyber Security for academic roles, i.e., faculties and research scientists, opening throughout the country.

Student Needs. The success of the BSc and MSc in Cyber Security Engineering Department at Mason underlines student participation and interest in higher education in Cybersecurity. As noted from the BLS data there is significant growth is expected in cybersecurity related jobs, such as 31.5% growth in Information Security analysts over the next ten years. To rigorously train the workforce and continued innovation in cyber, students will need doctoral-level education and research experience. This program will address this unmet student demand.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Artificial Intelligence
CIP code	11.0102
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	May 2, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

New courses are denoted with an asterisk.

Core Coursework: 18 credits

AII 600: Foundations and Practice of Machine Learning for Artificial Intelligence (3 credits)*

AII 601: Planning and Decision Making for Intelligent Agents (3 credits)*

AII 602: Foundations and Practice of Deep Learning for Artificial Intelligence (3 credits)*

AII 603: Engineering Artificial Intelligence Systems and Pipelines (3 credits)*

ECE 590 / ME 576: AI: Ethics, Policy, and Society (3 credits)

GBUS 662: Management of IT (3 credits)

Restricted Electives: 12 credits

Students must select at least three (3) credits from a list of courses in each of four (4) tracks: 1) AI Policy, Ethics, and Society; 2) Advanced AI; 3) Scalable and Secure AI Infrastructures; and 4) Use-inspired AI. Selected coursework must be approved by an advisor.

AI Policy, Ethics, and Society

AIT 679: Law and Ethics of Big Data (3 credits)

BIOD 760: National Security Technology and Policy (3 credits)

GCP 501: Data Analysis for Global Political Economy (3 credits)

GCP 604: New Technologies in the Global Economy (3 credits)

ME 575: AI Design and Deployment Risks (3 credits)

POGO 793: Big Data Analytics for Policy and Government (3 credits)

Advanced AI

AIT 616: Interactive Machine Learning and Artificial Intelligence (3 credits)

AIT 526: Introduction to Natural Language Processing (3 credits)

OR 664 / SYST 664: Bayesian Artificial Intelligence (3 credits)

AIT 726: Natural Language Processing with Deep Learning (3 credits)

OR 774: Reinforcement Learning (3 credits)

Scalable and Secure AI Infrastructures

AIT 660: Cyber Security Fundamentals (3 credits)

AIT 670: Cloud Computing Security (3 credits)

AIT 542: Fundamentals of Computing Platforms (3 credits)

AIT 687: IoT and Edge Systems (3 credits)
CS 695 / SWE 699: AI Safety and Assurance (3 credits)
ECE 554: Machine Learning for Embedded Systems (3 credits)
ECE 653: Machine Learning Security and Privacy (3 credits)

Use-inspired AI

AIT 636: Interpretable Machine Learning (3 credits)
CYSE 689: Artificial Intelligence Methods for Cybersecurity (3 credits)
STAT 646: Probabilistic Machine Learning (3 credits)

Total credit hours: 30 credits

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Identify and execute Artificial Intelligence opportunities to advance Artificial Intelligence research and applications.
- Articulate ethical, policy, and societal implications of Artificial Intelligence algorithms and technologies.
- Implement safe, secure, and trustworthy Artificial Intelligence solutions and evaluate them against Artificial Intelligence risk frameworks.
- Demonstrate an in-depth understanding of the foundation and practice of AI algorithms and frameworks.
- Apply the entire Artificial Intelligence Operations pipeline, from model development, to model training, tuning, evaluation, selection, and deployment using cutting-edge libraries and tooling platforms and in embedded systems, on the edge, and in the cloud.
- Demonstrate the ability to rapidly adapt to Artificial Intelligence advancements and industry trends.
- Translate complex Artificial Intelligence technical details into clear, actionable insights for diverse technical and non-technical audiences.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Identify problems that benefit from Artificial Intelligence solutions and implement cutting-edge Artificial Intelligence solutions.
- Demonstrate proficiency in diverse cutting-edge Artificial Intelligence technologies.
- Evaluate, build over, and integrate open-source datasets, models, and bespoke Artificial Intelligence solutions into existing systems, workflows, and APIs.
- Develop and maintain safe, secure, and scalable and secure Artificial Intelligence API solutions with cloud platforms (e.g., MS Azure, Google GCP).
- Effectively communicate complex Artificial Intelligence concepts, results, findings, and recommendations to diverse technical and non-technical audiences of stakeholders and decision makers.
- Promote and employ Artificial Intelligence standards, best practices, and cutting-edge technology solutions.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University would be the first public institution in Virginia to offer an MS degree program in Artificial Intelligence.		

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer and Information Research Scientists	36,500	44800	23%, 8,300	Master’s Degree

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Information Systems Managers	14,659	16,636	13.48%, 1,977	198	Bachelor’s Degree
Computer and Mathematical Occupations	249,727	287,961	15.31%, 38,234	4,139	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027- 2028
1	Projected Enrollment (Headcount)	20	81
2	Projected Enrollment (FTE)	12	50
3	Estimated Tuition and E&G Fees	IS \$16,608 OS \$35,667	IS \$16,608 OS \$35,667
4	Projected Revenue from Tuition and E&G Fees	\$347,037	\$1,400,295

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

State Needs. No public university in Virginia currently offers a master's degree program in Artificial Intelligence (AI). The unprecedented growth in the number and sophistication of AI technologies, as well as projections of the market value and economic impact of AI make addressing the current gap in a skilled AI workforce a priority, as articulated in the 2023 Commonwealth of Virginia Executive Department Executive Directive Number Five on “Recognizing the Risks and Seizing the Opportunities of Artificial Intelligence,” and the 2024 Office of the Governor Executive Order Number Thirty on “Implementation of Standards for the Safe Use of Artificial Intelligence across the Commonwealth.”

Employer Needs. The proposed MS degree program in Artificial Intelligence fills a demonstrable need for skilled artificial intelligence professionals. Job ads collected from job search platforms that seek computing professionals now require proficiency in artificial intelligence technologies. This phenomenon is rather recent (within the past three years), reflecting the rapid growth of AI technologies.

Student Needs. As evidenced by job ads by prospective employers in Virginia, students graduating with bachelor’s or master’s degrees in Computer Science or related fields need several additional years of highly-specific training and expertise in artificial intelligence, including large language models and chatbots, which no Bachelor’s or Master’s degree program in Virginia currently provides. The proposed MS degree program in Artificial Intelligence provides students with such training and expertise in in AI.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Behavior Analysis
CIP code	42.2814
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	Anticipated September 26, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

All courses are new.

Core Courses: 33 credits

- BEHV 601: Professional Issues in Behavior Analysis (1 credit)
- BEHV 602: Principles of Behavior Analysis (3 credits)
- BEHV 603: Conceptual Analysis of Behavior (3 credits)
- BEHV 604: Research Methods for Behavior Analysis (3 credits)
- BEHV 605: Experimental Analysis of Behavior (3 credits)
- BEHV 606: Assessment of Behavior (3 credits)
- BEHV 607: Organizational Behavior Management (3 credits)
- BEHV 608: Ethics in Behavior Analysis (3 credits)
- BEHV 611: Supervised Experience in Research Methods for Behavior Analysis (2 credits)
- BEHV 612: Supervised Experience in Organizational Behavior Management (2 credits)
- BEHV 644: Current Issues in Behavior Analysis (3 credits)
- BEHV 798: Thesis I (2 credits)
- BEHV 799: Thesis II (2 credits)

Total credit hours: 33 credits

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Demonstrate knowledge of the basic concepts and principles of operant and respondent conditioning.
- Examine the underlying theoretical and philosophical foundations of behavior analysis.
- Exhibit competency in research methods, including content such as measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics.
- Select appropriate behavior analytic assessments.
- Select appropriate behavior analytic intervention techniques.
- Conduct performance analysis of management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership.
- Design interventions that promote strategies to improve performance within a variety of organizational settings.
- Demonstrate understanding of ethical principles and the Behavior Analyst Certification

- Board (BACB)'s ethics codes and requirements.
- Demonstrate proficiency in administering behavior analytic assessments.
- Demonstrate proficiency in implementing behavior analytic interventions.
- Produce research that is behavior analytic in nature.
- Demonstrate proficiency in using the existing evidence base to justify research and intervention decisions.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Design and perform behavior assessments with individuals across the lifespan, in both educational and non-educational settings such as health and fitness facilities, prisons, and geriatrics.
- Create treatment plans that address problem behavior such as aggression, self-injury, eating and feeding disorders within a variety of populations such as individuals with intellectual and developmental disabilities, people with obesity and disordered eating, and people who are incarcerated.
- Design plans that increase adaptive behaviors such as communication skills and social skills for individuals with disabilities, use of memory supports in geriatrics, and decreasing sedentary behavior in public health settings.
- Assess and create plans that increase workplace safety, improve business processes and systems, and facilitate organizational change.
- Provide services that conform with the legal and regulatory requirements of the environment in which they work (e.g., health insurance regulations).
- Educate parents, teachers, healthcare providers, and entry level practitioners on key behavior change concepts such as reinforcing appropriate behavior, preventing problem behavior, and responding when problem behavior occurs.
- Supervise supporting personnel in a variety of environments such as schools, specialized behavior analysis clinics, workplaces, assisted living facilities, and community centers.
- Conduct behavior analytic research.
- Disseminate research findings through presentations and peer-reviewed journal articles.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
James Madison University	MEd Special Education, Behavior Specialist Concentration, CIP code: 13.1001	28.6 (not aggregated by concentration)
James Madison University	MA Psychological Sciences, Behavior Analysis Concentration, CIP code: 42.0101	11.8 (not aggregated by concentration)

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022-2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Therapists, All Other	42,300	47,500	12%, 5,200	Bachelor's
Community and Social Service Specialists, All Other	103,000	109,700	6%, 6,700	Bachelor's

Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Therapists, All Other	1228	1432	16.6124%; 204	20	Not applicable
Community and Social Service Specialists, All Other	1974	2031	2.8875%; 57	6	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	20	83
2	Projected Enrollment (FTE)	11	45
3	Estimated Tuition and E&G Fees^	\$20,160	\$20,160
4	Projected Revenue from Tuition and E&G Fees	\$221,760	\$907,200
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Behavior analysis provides effective solutions to everyday problems. While best known for their work with individuals with autism spectrum disorder, behavior analysts work in various environments including geriatrics, public health, education, and business. According to a recent report by the Behavior Analyst Certification Board, there has been an annual nationwide increase in demand for behavior analysts since 2010, with Virginia ranked twelfth among states with the highest demand. From 2022 through 2023, a total of 4,261 advertisements were placed for behavior analysts in Virginia.

In Virginia, behavior analysts must be certified by the Behavior Analyst Certification Board and licensed by the Virginia Board of Medicine to practice. Prior to certification, individuals must currently take and pass a sequence of courses approved by the Behavior Analyst Certification Board and the Association for Behavior Analysis International. Once certified, individuals can apply for licensure in Virginia. From 2020 through 2022, George Mason University produced a total of 213 Board Certified Behavior Analysts, compared to a combined total of 36 from the University of Virginia and James Madison University.

The criteria for coursework approval and program accreditation are changing on January 1, 2027, rendering George Mason University's current graduate certificate program obsolete. The proposed MS degree program in Behavior Analysis will fulfill the new coursework requirements and will allow the university to continue to meet a critical need in the Commonwealth of Virginia. The proposed degree program will be the first dedicated master's degree program in Behavior Analysis in Virginia.

I. Basic Program Information

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts/Bachelor of Fine Arts (B.A./B.F.A.)
Degree Program Name	Dance
CIP code	50.0301
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	November 7, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Bachelor of Arts (BA) Requirements

General Education Requirements – 41 credit hours

James Madison University categorizes General Education into five areas of study:

Area One: Madison Foundations (9 credits)

Area Two: Arts and Humanities (9 credits)

Area Three: The Natural World (10 credits)

Area Four: American and Global Perspectives (7 credits)

Area Five: Sociocultural and Wellness Area (6 credits)¹

University Bachelor of Arts Degree Requirements – 3-17 credit hours

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

Core Courses – 31 Credit Hours

DANC 110. Performance Skills (1 credit)

DANC 240. Modern/Contemporary Dance I (3 credits)

DANC 242. Ballet I (2 credits)

DANC 245. Improvisation (2 credits)

DANC 246. Jazz/Diasporic I/Musical Theatre Styles (2 credits)

DANC 248. History of Dance: Renaissance Through the 20th Century (3 credits)

DANC 315. Injury Prevention and Conditioning (3 credits)

DANC 320. Anatomy and Somatic Studies for the Dancer (3 credits)

DANC 345. Dance Composition I (3 credits)

DANC 479. Methods of Teaching Dance (3 credits)

STAD 171. Performance Production (3 credits)

STAD 250. The Collaborative Artist: Sophomore Studio (3 credits)

Required Techniques – 4 credits

Students must complete two different techniques courses from the list of options to achieve a Technical Proficiency Standard (TPS) of Level 2 or higher in both techniques.

¹ PSYC 160 for Dance Education Concentration fulfill the sociocultural requirement.

DANC 241. Modern/Contemporary Dance II (2-3 credits)*
DANC 243. Ballet II (2-3 credits)*
DANC 247. Jazz/Diasporic II (2-3 credits)*
DANC 340. Modern/Contemporary Dance III (2-3 credits)
DANC 341. Modern/Contemporary Dance IV (2-3 credits)*
DANC 342. Ballet III (2-3 credits)*
DANC 343. Ballet IV (2-3 credits)*
DANC 346. Jazz/Diasporic III/Musical Theatre Styles (2-3 credits)
DANC 347. Jazz/Diasporic IV (2-3 credits)*
DANC 440. Modern/Contemporary Dance V (2-3 credits)
DANC 441. Modern/Contemporary Dance VI (2-3 credits)*
DANC 442. Ballet V (2-3 credits)
DANC 443. Ballet VI (2-3 credits)*
DANC 446. Jazz/Diasporic V (2-3 credits)
DANC 447. Jazz/Diasporic VI (2-3 credits)*

Concentration Requirements – 14-27 Credit Hours

Students must choose one concentration.

General Dance Concentration – 14 Credits

This concentration prepares students in general knowledge and skills in technical, performance, choreographic, and digital technology aspects of dance. The preparation and experiences allow for translatable skills across various disciplines, often complementing a double-major.

Required Courses – 6 credits

DANC 210. Creative Technologies in Dance (2 credits)
DANC 234. Rhythmic Skills and Analysis (2 credits)*
DANC 321. Somatic Practice (2 credits)*

Restricted Electives – 8 Credits:

Select from each category below.

History/Theory Course Selection (3 credits):

DANC 325. Dance in Community (3 credits)
DANC 348. History of Dance II: Contemporary Practice (3 credits)*
DANC 349. Emerging Technologies and Performance (3 credits)*
DANC 350. Approaches to Critical Dance Studies (3 credits)*

Creative Process (2 credits):

DANC 214. Creative Process (1 credit)*
Students must take this course two times.

Dance Electives (3 credits):

DANC 303. Topics in Dance (1-3 credits)
DANC 390. Directed Projects (1-3 credits)

DANC 445. Composition II (3 credits)
DANC 455 Senior Creative Research Capstone (2 credits)*
DANC 449. The Dance Professional (2 credits)
THEA 251. Acting I: Basic Acting (3 credits)

Dance Education Concentration – 27 Credits

This concentration is designed for students wishing to pursue K-12 teacher licensure in Dance.

Required Courses – 27 Credits

DANC 143. International Folk Dance (1 credit)
DANC/STAD 322. Equity, Inclusion and Access in Education and Performance (3 credits)
DANC 380. Dance Teaching Practicum (3 credits)
DANC 480. Student Teaching (12 credits)
EDUC 200/300. Foundations of Education in the United States (3 credits)
LED 420. Content Area Literacy, K-12 (2 credits)
MSSE 425. Assessment in Middle and Secondary Education (3 credits)
PSYC 160. Life Span Human Development [C5SD] (3 credits)+
+Counts toward General Education credits; credits counted under General Education.

Elective Credits: 0-27

Total Credits for degree program: 120 Credit Hours

Bachelor of Fine Arts (BFA) Requirements

General Education Requirements – 41 credit hours

James Madison University categorizes General Education into five areas of study:

Area One: Madison Foundations (9 credits)
Area Two: Arts and Humanities (9 credits)
Area Three: The Natural World (10 credits)
Area Four: American and Global Perspectives (7 credits)
Area Five: Sociocultural and Wellness Area (6 credits)

Core Courses – 31 Credit Hours

DANC 110. Performance Skills (1 credit)
DANC 240. Modern/Contemporary Dance I (3 credits)
DANC 242. Ballet I (2 credits)
DANC 245. Improvisation (2 credits)
DANC 246. Jazz/Diasporic I/Musical Theatre Styles (2 credits)
DANC 248. History of Dance: Renaissance Through the 20th Century (3 credits)
DANC 315. Injury Prevention and Conditioning (3 credits)
DANC 320. Anatomy and Somatic Studies for the Dancer (3 credits)
DANC 345. Dance Composition I (3 credits)
DANC 479. Methods of Teaching Dance (3 credits)
STAD 171. Performance Production (3 credits)

STAD 250. The Collaborative Artist: Sophomore Studio (3 credits)

Required Courses – 11 Credits

DANC 210 Creative Technologies in Dance (2 credits)
DANC 234 Rhythmic Skills and Analysis (2 credits)*
DANC 445 Dance Composition II (3 credits)
DANC 449 The Dance Professional (2 credits)
DANC 455 Senior Creative Research Capstone (2 credits)*

Technique Courses – 33 credits (In addition to Techniques courses completed as part of the Core Requirements)

Students must reach a Technical Proficiency Standard (TPS) of Level 6 in one category and a TPS of Level 4 in the two remaining categories. After freshman year, students who place in higher levels can repeat levels for credit to achieve Technical Proficiency Standards. Regardless of placement level, students are required to complete 15 credits in one of the categories listed, and a minimum of 6 credits in each of the two remaining categories, to fulfill this requirement. In order to also fulfill the requirement of taking 5 credits of dance techniques courses every semester for 8 semesters, students may need to complete more than 6 credits in one or both of the “Level 4” proficiency areas to complete the 33 credit total for this requirement.

Required Technique Course – 2 credits

DANC 321 Somatic Practice Credits: 2.00*

Modern & Contemporary – 6-15 credits

DANC 241. Modern/Contemporary Dance II (2-3 credits)*
DANC 340. Modern/Contemporary Dance III (2-3 credits)
DANC 341. Modern/Contemporary Dance IV (2-3 credits)*
DANC 440. Modern/Contemporary Dance V (2-3 credits)
DANC 441. Modern/Contemporary Dance VI (2-3 credits)*

Ballet – 6-15 credits

DANC 243. Ballet II (2-3 credits)*
DANC 342. Ballet III (2-3 credits)
DANC 343. Ballet IV (2-3 credits)*
DANC 442. Ballet V (2-3 credits)
DANC 443. Ballet VI (2-3 credits)*

Jazz/Diasporic – 6-15 credits

DANC 247. Jazz/Diasporic II (2-3 credits)*
DANC 346. Jazz/Diasporic III/Musical Theatre Styles (2-3 credits)
DANC 347. Jazz/Diasporic IV (2-3 credits)*
DANC 446. Jazz/Diasporic V (2-3 credits)
DANC 447. Jazz/Diasporic VI (2-3 credits)*

Restricted Electives – 4 Credits

DANC History/Theory Selection – 3 credits

Students select one course from the list of courses:

DANC 325. Dance in the Community (3 credits)

DANC 348. History of Dance II: Contemporary Practice (3 credits)*

DANC 349. Emerging Technologies and Performance (3 credits)*

DANC 350. Approaches to Critical Dance Studies (3 credits)*

Dance Creative Process – 1 credit

DANC 214. Creative Process (1 credit)*

Total Credits for Degree Program: 120 Credit Hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- **Develop an individual choreographic voice** by integrating technical training with a multidisciplinary approach that enhances creative problem-solving and adaptability in the evolving arts landscape. Demonstrate creative potential as a performer through training that emphasizes both technical proficiency and expressive skills.
- **Develop rehearsal and performance skills** by participating in works created by oneself, peers, faculty, and guest choreographers. Employ innovative techniques and interdisciplinary approaches that align with emerging trends in the arts.
- **Analyze and evaluate dance** with a deep understanding of how emerging technologies impact the arts. Use this knowledge to critique and enhance creative practices, staying abreast of technological influences on dance.
- **Apply foundational anatomical knowledge** of the body to dance practice, to affect movement and performance capabilities. This approach ensures a comprehensive understanding of the physical aspects of dance.
- **Integrate and critique historical, philosophical, and cultural dimensions** of dance, including significant people, places, and events that have shaped the art form. Evaluate the changing roles of dance and dance artists in society, and their adaptation to cultural shifts.
- **Analyze diverse dance perspectives** by engaging with various artistic practices and interdisciplinary methods. Collaborate with emerging technologies and contribute innovative solutions to the arts.
- **Apply theoretical knowledge and hands-on experience** in technical dance production to create and implement technologies, combining creative problem-solving with multidisciplinary approaches.
- **Develop individual career goals** and acquire professional skills that address the increasing demand for arts education, creative consultancy, and cultural expertise, contributing to regional workforce needs and opportunities.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- **Create, produce, and direct professional dance concerts** by combining advanced technical training with cutting-edge technologies. Graduates will deliver performances that push creative boundaries and meet contemporary industry standards.
- **Communicate effectively across various professional settings** using a strong liberal arts foundation and interdisciplinary skills. Graduates will adapt to the evolving needs of the arts and media industries, enhancing their creative impact and professional interactions.
- **Collaborate through choreographic processes and dance performances** with a focus on integrating innovative problem-solving and emerging technologies.
- **Demonstrate leadership qualities** by guiding projects and teams with an emphasis on creative inquiry and adaptability. Graduates will inspire others to adopt interdisciplinary methods and craft innovative solutions in a rapidly changing arts landscape.
- **Apply instructional practices in select dance genres** with a thorough understanding of historical, philosophical, and cultural influences.
- **Exhibit adaptability and flexibility** in roles such as choreographer, dancer, and teacher. Graduates will navigate the intersection of traditional techniques and emerging technologies, addressing the evolving needs of the arts industry.
- **Utilize technology and marketing skills** in grant writing, resume crafting, and digital portfolio design to effectively showcase creative work.
- **Apply critical thinking skills** to theoretical and practical aspects of dance, using interdisciplinary perspectives to tackle complex challenges. Graduates will develop innovative solutions that enhance their relevance and impact in the dynamic economy.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	Bachelor of Arts (B.A.), Theatre and Dance, CIP code: 50.0501	16.6
Radford University	Bachelor of Arts (B.A.)/Bachelor of Science (B.S.)/Bachelor of Fine Arts (B.F.A.), Dance, CIP code: 50.0301	9.4
Virginia Commonwealth University	Bachelor of Fine Arts (B.F.A.), Dance and Choreography, CIP code: 50.0301	14
George Mason University	Bachelor of Fine Arts (B.F.A.), Dance, CIP Code: 50.0301	17

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2023 -2033 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Dancers and Choreographers	20,600	21,900	6% (1,300)	Varies; some have college degrees
High School Teachers	1,071,400	1,064,500 [#]	-1% (-6,900)	Bachelor's Degree
Middle School Teachers	640,400	635,700 ^{##}	-1% (-4,700)	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Entertainers and Performers, Sports and Related Workers	13,854	15,074	8.81%	122	Not Applicable
Choreographer	132	147	11.36%	2	High school diploma or equivalent
Art, Drama, and Music Teachers, Postsecondary	2,615	2,681	2.52%	7	N/A

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2029 - 2030
1	Projected Enrollment (Headcount)	20	80
2	Projected Enrollment (FTE)	20	80
3	Estimated Tuition and E&G Fees	\$14,242 In-state \$31,588 Out-of-state	\$16,030 In-state \$35,553 Out-of-state

Cost and Funding Sources to Initiate and Operate the Program			
4	Projected Revenue from Tuition and E&G Fees	\$354,224	\$1,594,768
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The bachelor's degree in dance provides the experience and skills needed to successfully find employment as a dance artist. Much of the dance training taking place outside of a university setting does not adequately prepare students for a professional career in the field of dance. Coursework at the college level not only requires technical training but also emphasizes the art of choreography, methods of teaching, critical thinking through the study of dance history, injury prevention and anatomy, and the importance of collaboration with artists in other disciplines, such as actors, directors, and designers. The skills generated from the bachelor's degree develop creativity, critical thinking, collaboration, self-discipline, which are important in the field of dance, and essential for any career path in the 21st century. The BFA prepares technical training in performance for students desiring to advance their careers as professional-level dancers or choreographers or to seek advanced education in dance.

In Virginia, there is an increased demand for dance educators in public schools and there are not enough qualified dance instructors to fill the positions. The concentration in Dance Education provides a pathway for students to meet VA dance teacher licensure requirements. The dance education program includes content preparation for school and community teachers, including dance pedagogy, choreography, improvisation, dance history, technique, and performance production. Elevating JMU's Dance program from a major under Theatre to a stand-alone degree program will increase visibility and promote graduates who are professional dance educators, articulate arts educators, and reflective artists and scholars.

I. Basic Program Information

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)
Degree Program Name	Environmental Earth Science
CIP code	03.0104
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	November 10, 2023

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

General Education Requirements: 41 credit hours*

Area One: Madison Foundations (9 credits)

Area Two: Arts and Humanities (9 credits)

Area Three: The Natural World (10 credits)

Area Four: American and Global Perspectives (7 credits)

Area Five: Sociocultural and Wellness Area (6 credits)

University Bachelor of Arts Degree Requirements: 3-17 credit hours

Foreign Language classes (intermediate level required) (0-14 credits)

Philosophy Course (in addition to General Education courses) (3 credits)

Or

University Bachelor of Science Degree Requirements: 6 credit hours⁺

Requirements are fulfilled through courses required in the degree program.

- Quantitative requirement (in addition to General Education) (3 Credits)
- Scientific Literacy requirement (in addition to General Education) (3 Credits)

Bachelor of Arts (B.A.):

Core Courses – 22 credit hours

GEOL 211 Introduction to Oceanography (3 credits)*

GEOL 230 Evolution of Earth Systems (4 credits)

GEOL 291 Writing and Communicating in the Geosciences (1 credit)

GEOL 320 Meteorology (3 credits)

GEOL 367 Genesis of Solid Earth Materials (4 credits)

GEOL 377 Earth Surface Processes (3 credits)

GEOL 477 Contemporary Issues in the Geosciences (4 credits)

Cognate Courses – 14-15 credit hours

BIO/GEOL 350 Paleobiology (4 credits)

CHEM 131 General Chemistry (3 credit) *

CHEM 131L General Chemistry Lab (1 credit) *

MATH 220 Elementary Statistics (3 credits) * **Or**

MATH 229 Statistics with R (3 credits) *

MATH 205 Introductory Calculus I (3 credits)* **Or**
MATH 232 Calculus with Functions II (3 credits)* **Or**
MATH 235 University Calculus I (4 credits)*

Required Courses – 9 credit hours

GEOL 102 Environment Earth (3 credits)* **Or**
GEOL 110 Physical Geology (3 credits)* **Or**
GEOL 115 Earth Systems and Climate Change (3 credits)*
GEOL 110L Physical Geology Laboratory (1 credit)* **Or**
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit)*
GEOL 167 History & Philosophy of the Geosciences (3 credits)
GEOL 494 Internship in Geology (2 credits) **Or**
GEOL 497 Problems in Geology (2 credits)

Environmental Practices Courses – 24 credit hours

Students select from a list of courses.

CHEM 353 Environmental Chemistry (3 credits)
GEOL 304 Environmental Mineralogy (3 credits)
GEOL 307 Planetary Geology (3 credits)# **Or**
ASTR 220 General Astronomy I: The Night Sky (3 credits)#
GEOL 355 Geochemistry of Natural Waters (3 credits)
GEOL 360 GIS for the Geoscientist (3 credits)
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)
GEOL 390 Laboratory Techniques in Geology (3 credits)
GEOL 398 Topics in Geology (1-3 credits)
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)
GEOL 430 Environmental Soil Science (3 credits)
GEOL 440 Geophysics (3 credits)
GEOL 442 Field Geophysics (3 credits)
GEOL 460 Hydrogeology (3 credits)
GEOL 489 Quantitative Methods in Geology (3 credits)
Additional 300 level or above courses in BIOL, CHEM, GEOL, PHYS, or ENVT may be considered with approval from the advisor.

Electives – 0-17 credit hours

Total Credit Hours for Bachelor of Arts Degree Designation: 120 credit hours

* Core and required courses may also fulfill up to 10 credits of General Education requirements.

#Students interested in pursuing teacher education must select these courses.

Bachelor of Science (BS):

Core Courses – 22 credit hours

GEOL 211 Introduction to Oceanography (3 credits)*

GEOL 230 Evolution of Earth Systems (4 credits)
GEOL 291 Writing and Communicating in the Geosciences (1 credit)
GEOL 320 Meteorology (3 credits)
GEOL 367 Genesis of Solid Earth Materials (4 credits)
GEOL 377 Earth Surface Processes (3 credits)
GEOL 477 Contemporary Issues in the Geosciences (4 credits)

Cognate Courses – 17-19 credit hours

BIO/GEOL 350 Paleobiology (4 credits)
CHEM 131 General Chemistry (3 credit)*
CHEM 131L General Chemistry Lab (1 credit)*
MATH 220 Elementary Statistics (3 credits)*⁺ **Or**
MATH 229 Statistics with R (3 credits)*⁺
MATH 205 Introductory Calculus I (3 credits)* **Or**
MATH 232 Calculus with Functions II (3 credits)* **Or**
MATH 235 University Calculus I (4 credits)*⁺
PHYS 140 College Physics (3 credits)* **Or**
PHYS140 College Physics (3 credits)* **And**
PHYS 150LS General Physics Lab (1 credit)*

Required Courses – 10 credit hours

GEOL 102 Environment Earth (3 credits)* **Or**
GEOL 110 Physical Geology (3 credits)* **Or**
GEOL 115 Earth Systems and Climate Change* (3 credits)
GEOL 110L Physical Geology Laboratory (1 credit)* **Or**
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit)*
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)
GEOL 494 Internship in Geology (2 credits) **Or**
GEOL 497 Problems in Geology (2 credits)

Environmental Practices Courses – 24 credit hours

Students select from a list of courses.

CHEM 353 Environmental Chemistry (3 credits)
GEOL 167 History & Philosophy of the Geosciences (3 credits)#
GEOL 304 Environmental Mineralogy (3 credits)
GEOL 307 Planetary Geology (3 credit hours)# **Or**
ASTR 220 General Astronomy I: The Night Sky (3 credits)#
GEOL 355 Geochemistry of Natural Waters (3 credits)
GEOL 360 GIS for the Geoscientist (3 credits)
GEOL 390 Laboratory Techniques in Geology (3 credits)
GEOL 398 Topics in Geology (1-3 credits)
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)
GEOL 430 Environmental Soil Science (3 credits)
GEOL 440 Geophysics (3 credits)
GEOL 442 Field Geophysics (3 credits)
GEOL 460 Hydrogeology (3 credits)

GEOL 489 Quantitative Methods in Geology (3 credits)

Additional 300 level or above courses in BIOL, CHEM, GEOL, PHYS, or ENVT may be considered with approval from the advisor.

Electives – 0-7 credit hours

Total Credit Hours for Bachelor of Science Degree Designation: 120 credit hours

* Courses indicated in the core and required courses may also fulfill up to 10 credits of General Education requirements

#Students interested in pursuing teacher education must select these courses.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Comprehend and apply Earth and environmental science principles, facts, and concepts in authentic settings
- Skillfully apply methodologies (data collection & management, analysis, instrumentation use, etc.) in the laboratory and field
- Demonstrate that the Earth & Environmental sciences are fundamentally interdisciplinary
- Accept, prefer, and commit to scientific values in professional and personal choices in professional working environments and vocational activities
- Communicate with and advise non-scientific audiences on dynamic Earth and environmental processes that affect individuals and communities
- Integrate knowledge and skills in the geosciences in the societal, ethical, and moral context in which these knowledge and skills will be employed.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices
- Develop interdisciplinary connections between sciences and mathematics, especially between the Earth and life sciences, to appropriately represent environmental science to non-scientific audiences
- Determine data collection methods for research projects, investigations, and surveys
- Collect and compile environmental data from samples of air, soil, water, food, and other materials for scientific analysis
- Analyze samples, surveys, and other information to identify and assess threats to the environment
- Provide information and guidance to government officials, businesses, and the general public on possible environmental hazards and health risks.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	35
Longwood University	Bachelor of Science (BS), Integrated Environmental Science, CIP code: 03.0104	13
Old Dominion University	Bachelor of Science (BS), Ocean & Earth Science, CIP code: 40.0699	10
University of Mary Washington	Bachelor of Science (BS), Environmental Science and Geology, CIP code: 40.9999	27
University of Virginia	Bachelor of Arts (BA) / Bachelor of Science (BS), Environmental Sciences, CIP code: 03.0104	77
Virginia Commonwealth University	Bachelor of Science (BS), Environmental Studies, CIP code: 03.0103	60
Virginia Tech	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	35

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2023-2033 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Environmental Scientists and Specialists, Including Health	84,600	90,700	7% (6,100)	Bachelor's Degree
*Secondary School Teachers, Except Special and Career/Technical Education	1,071,400	1,064,500 [#]	-1% (6,900)	Bachelor's Degree

Labor Market Information: Virginia Employment Commission, 2022 - 2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Environmental Scientists and Specialists, Including Health	3,250	3,535	8.8% (285)	28	Bachelor's Degree
*Secondary School Teachers, Except Special and Career/Technical Education	28,160	28,288	.45% (128)	13	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2024 - 2025	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	20	80
2	Projected Enrollment (FTE)	20	80
3	Estimated Tuition and E&G Fees	\$14,242 In-state \$31,588 Out-of-state	\$16,030 In-state \$35,553 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$354,224	\$1,594,768
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The Commonwealth continues to experience persistent shortages of graduates in the environmental sciences. These shortages are manifested in two particular ways: (1) the relative lack of experience with Earth science concepts among graduates of environmental science programs, and (2) the documented lack of qualified teachers of Earth and environmental science for secondary school classrooms.

Most environmental science programs in the Commonwealth provide students with a solid preparation in the biotic factors of ecological systems, but provide limited experiences with abiotic factors and the complexity of Earth systems. As a result, current issues in the Earth system such as catastrophic rainfalls, extended droughts, and the negative impacts from extractive industries, are incomplete in those curricula that examine the consequences of environmental change with minimal focus on Earth's physical environment as a key factor of environmental change. Providing the Commonwealth with professionals who can advise on climate and environmental resilience policies and prepare students to engage in graduate research in these areas is a pressing need.

In secondary school curriculum, Virginia provides students with two options for Earth-related learning experiences, Earth science and environmental science, while only specifying licensure for Earth science. Thus, there are no established course competencies for teachers of environmental science. Currently, few of the graduates from environmental science programs in the Commonwealth would be qualified to teach Earth science without substantial additional coursework. The proposed program of study will provide all content requirements for Earth science licensure, while ensuring a cadre of teachers competent to teach environmental science.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Ph.D.
Degree Program Name	Computer Science
CIP code	11.0101
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	May 6, 2022, and reapproval anticipated December 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Curriculum for students entering with a B.S. degree (B.S. to Ph.D.) – Minimum 69 credit hours

Ph.D. Core Courses – 12 credits hours

- CSC 630 Computer Networks (3 credits)
- CSC 635 Computer Security II (3 credits)
- CSC 640 Data Science (3 credits)
- CSC 680 Software Engineering (3 credits)

Ph.D. Seminar Required Courses – 6 credit hours

- CSC 670 Research Seminar (3 credits)
- CSC 810 Professional Development Seminar (3 credits)

Additional Required Courses (B.S. to Ph.D.) – 12 credit hours

- CSC 530 Data Communications (3 credits)
- CSC 564 Operating Systems (3 credits)
- CSC 625 Analysis of Algorithms (3 credits)
- CSC 668 Advanced Computer Architecture (3 credits)

Electives – 21 credits hours

Dissertation Research Requirements – Minimum of 18 credit hours

- CSC 901 Dissertation I (1-12 credits) *
- CSC 902 Dissertation II (1-12 credits) *
- CSC 903 Dissertation III (1-12 credits) *

Total credit hours – 69 credit hours

Curriculum for students entering with a M.S. to Ph.D. degree – Minimum 45 credit hours

Core Courses – 12 credit hours

CSC 630 Computer Networks (3 credits)
CSC 635 Computer Security II (3 credits)
CSC 640 Data Science (3 credits)
CSC 680 Software Engineering (3 credits)

Seminar Requirement – 6 credit hours

CSC 670 Research Seminar (3 credits)
CSC 810 Professional Development Seminar (3 credits)

Electives – 9 credit hours

Dissertation Research Requirements – Minimum of 18 credit hours

CSC 901 Dissertation I	(1-12 credits) *
CSC 902 Dissertation II	(1-12 credits) *
CSC 903 Dissertation III	(1-12 credits) *

Total credit hours: 45 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Deconstruct foundational concepts and principles in computer networks, cybersecurity, data science and software engineering to address complex computing problems.
- Synthesize and evaluate computing research publications across diverse computing domains.
- Identify research problems and propose innovative solutions that contribute to the advancement of knowledge in the field of computer science.
- Conduct independent research to develop computing-based solutions by applying reasoning and technical skills.
- Select and integrate computing techniques and tools to lead a team in developing reliable and maintainable software.
- Assess professional contexts and responsibilities to make informed judgments in computing practice based on legal and ethical principles.
- Disseminate concepts and research findings to a technical audience through conference papers, journal articles, and oral presentations.
- Design and execute original research that results in major written scholarly work.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Conduct comprehensive research by integrating theoretical frameworks with empirical analysis to advance computer science knowledge.
- Demonstrate leadership by guiding strategic visions, mentoring peers, and directing research projects, while also excelling in teaching and securing funding for academic initiatives.
- Exhibit mastery across various computer science domains, enabling the resolution of complex real-world challenges.
- Apply computer science principles to solve intricate problems in practical contexts, connecting theory with real-world applications.
- Proficient in communicating complex ideas to diverse audiences, both verbally and in writing, and disseminating research findings through reputable publications and presentations.
- Actively engages in collaborative, interdisciplinary research efforts, facilitating collaboration between computer science and other fields to drive innovation.
- Demonstrates organizational skills by managing multiple projects and delivering high-quality outcomes within challenging deadlines.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
College of William and Mary	Ph.D., Computer Science CIP Code :11.0101	9
George Mason University	Ph.D., Computer Science CIP Code :11.0101	11
Old Dominion University	Ph.D., Computer Science CIP Code :11.0101	4
Virginia Commonwealth University	Ph.D., Computer Science CIP Code :11.0101	2
Virginia Polytechnic Institute	Ph.D., Computer Science and Applications CIP Code:11.0101	25
University of Virginia	Ph.D., Computer Science CIP Code :11.0101	11

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 20_22 -20_32 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer and Information Research Scientists	36,500	44,800	23%	Master's degree
Computer science teachers, postsecondary	42,000	44,300	5%	Doctoral degree

Labor Market Information: Virginia Employment Commission, 2022-2023 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Mathematical Occupations	249,727	287,961	38,234	15%	Not Applicable
Computer Science Teachers, Postsecondary	1,523	1,595	72	5%	Doctoral degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 20 25 - 20 26	Program Full Enrollment Year 20 27 - 20 28
1	Projected Enrollment (Headcount)	13	26
2	Projected Enrollment (FTE)	11	22
3	Estimated Tuition and E&G Fees	\$63450 in-state \$38253 out-of-state	\$120555 in-state \$89257 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$101703	\$209812
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Computing is integral to everyday life, influencing everything from search engines to robotic surgery. The demand for skilled computer scientists has created an urgent need for Ph.D. graduates in critical areas like data science, machine learning, artificial intelligence, software engineering, and computer networks. However, the current production of Ph.D. graduates is insufficient to meet the demand, leading to a shortage of qualified faculty in academia. This gap is exacerbated by the rapid growth in undergraduate Computer Science (CS) enrollments, which has outpaced the increase in tenure-track and teaching faculty positions.

According to CRA, the demand for computer science Ph.D. holders in the U.S. remains higher than the supply of graduates available to fill roles in this field, impacting both the private sector and educational institutions. Historically, U.S. Ph.D. programs have relied on international students to fill this gap, but many return to their home countries after graduation, creating instability in the supply of qualified professionals. Furthermore, security-related computing fields often require U.S. nationals, limiting the pool of eligible candidates for positions in these areas.

A doctoral program is needed to produce a workforce capable of conducting innovative research in computer science that will support and revolutionize Virginia's core industries, particularly in cybersecurity and big data analytics. Norfolk State University, through the Tech Talent Investment Program, seeks to help produce 32,000 undergraduate and master's level computer science graduates over 20 years, emphasizing the need for more Computer Science Ph.D. holders to transition into academia in Virginia.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Master of Science
Degree Program Name	Electrical and Computer Engineering
CIP code	14.4701
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 19, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The M.S. degree requires a minimum of 31 credit hours of graduate study. The program offers three options.

Curriculum for Thesis Students

Core Course – 16 credit hours

ECE 558 Instrumentation (3 cr)
ECE 561 Automatic Control Systems (3 cr)
ECE 601 Linear Systems (3 cr)
ECE 611 Numerical Methods in Engineering Analysis (3 cr)
ECE 612 Digital Signal Processing I (3 cr)
ECE 731 Graduate Seminar (1 cr)

Electives – 9 credit hours

Thesis – 6 credit hours

Students will repeat this course as needed until minimum credit hours are fulfilled.
ECE 699 Thesis (1-3 cr)

Additional requirements

Students are required to write and defend in public their thesis successfully.

Total credit hours – 31 credits

Curriculum for Non-Thesis Students

Core Course – 16 credit hours

ECE 558 Instrumentation (3 cr)
ECE 561 Automatic Control Systems (3 cr)
ECE 601 Linear Systems (3 cr)
ECE 611 Numerical Methods in Engineering Analysis (3 cr)
ECE 612 Digital Signal Processing I (3 cr)
ECE 731 Graduate Seminar (1 cr)

Electives – 12 credit hours

Master’s Project (Capstone) – 3 credit hours

ECE 698 Master’s Project (3 cr)

Total credit hours – 31 credits

Curriculum for Course-Option Students

Core Course – 16 credit hours

ECE 558 Instrumentation (3 cr)

ECE 561 Automatic Control Systems (3 cr)

ECE 601 Linear Systems (3 cr)

ECE 611 Numerical Methods in Engineering Analysis (3 cr)

ECE 612 Digital Signal Processing I (3 cr)

ECE 731 Graduate Seminar (1 cr)

Electives – 15 credit hours

Additional Requirements

Written Comprehensive Exam

Total credit hours – 31 credits

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Apply advanced knowledge of electrical and computer engineering.
- Identify and formulate an advanced-level electrical and computer engineering problem, collect and analyze relevant data, and develop a solution.
- Communicate their analysis of electrical and computer engineering ideas and technical material such as mathematical equations and data analysis.
- Conduct research for the solution of practical electrical and computer engineering problems.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Graduates will possess skills and competencies in technical aspects of electrical and computer engineering fields, including systems, signal and image processing, physical electronics, computer engineering, and cybersecurity engineering.
- Graduates will analyze and solve practical electrical and computer engineering problems.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	MS, Electrical Engineering, 14.1001	24
GMU	MS, Computer Engineering, 14.0901	20

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
NSU	MS, Electronics Engineering, 14.1001	11
UVA	ME/MS, Electrical Engineering, 14.1001	15
UVA	ME/MS, Computer Engineering, 14.0901	19
VCU	MS, Engineering, 14.0101	9
Virginia Tech	MS/MENG, Electrical Engineering, 14.1001	55
Virginia Tech	MS/MENG, Computer Engineering, 14.0901	62

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2023 -2033 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Electrical engineer	189,100	206,300	9%, 17,200	Bachelor's
Electronics engineer, except computer	98,700	107,600	9%, 8,900	Bachelor's
Computer hardware engineer	84,100	90,200	7%, 6,100	Bachelor's
Computer and information research scientist	36,600	46,000	26%, 9,400	Master's
Computer network architects	177,800	201,700	13%, 23,900	Bachelor's
Computer systems analyst	527,200	583,700	11%, 56,500	Bachelor's

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electrical Engineer	5333	5557	4.2%, 224	22	Bachelor's
Electronics Engineers, Except Computer	3271	3537	8.1%, 266	27	Bachelor's
Computer and Information Systems Managers	14659	16636	13.5%, 1977	198	Bachelor's
Computer Science Teachers, Postsecondary	1523	1595	4.7%, 72	7	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	56	75
2	Projected Enrollment (FTE)	38	56
3	Estimated Tuition and E&G Fees	\$16,369 (in-state) \$38,595 (out-of-state)	\$18,949 (in-state) \$44,679 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$1,050,020	\$1,627,015
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed degree program will prepare students for research and industry careers throughout the Commonwealth of Virginia. The additional training of these students will be sought by employers in southwest, southeast, central, and northern Virginia. For example, HII Newport News Shipbuilding values students with a master’s degree that are proficient in controls and computer networks. Manufacturing and companies focusing on data analytics will also benefit from our graduates.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Electrical and Computer Engineering
CIP code	14.4701
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 19, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Curriculum for Students Admitted with a M.S. Degree

Core courses - 7 credit hours

ECE 651 Statistical Analysis and Simulation (3 cr)

ECE 831 Graduate Seminar (1 cr)

ECE 861 Computational and Statistical Methods in Electrical and Computer Engineering (3 cr)

Electives (Graduate-level course work) - 18 credit hours

Research Requirement - 24 credit hours

Students will repeat this course, as needed, until minimum credit hours are fulfilled.

ECE 899 Dissertation Research (1-9 cr)

Additional requirements

Students are required to successfully complete a written diagnostic examination, written and oral candidacy examinations, dissertation research proposal, and to write and defend in public their dissertation.

Total credit hours: 49 credit hours

Curriculum for Students Admitted with a B.S. Degree

Core courses: 22 credit hours

ECE 558 Instrumentation (3 cr)

ECE 561 Automatic Control Systems (3 cr)

ECE 601 Linear Systems (3 cr)

ECE 611 Numerical Methods in Engineering Analysis (3 cr)

ECE 612 Digital Signal Processing I (3 cr)

ECE 651 Statistical Analysis and Simulation (3 cr)

ECE 831 Graduate Seminar (1 cr)

ECE 861 Computational and Statistical Methods in Electrical and Computer Engineering (3 cr)

Electives (Graduate-level course work) – 27 credit hours

Research Requirement – 30 credit hours

Students will repeat this course, as needed, until minimum credit hours are fulfilled.

ECE 899 Dissertation Research (1-9 cr)

Additional requirements

Students are required to successfully complete a written diagnostic examination, written and oral candidacy examinations, dissertation research proposal, and to write and defend in public their dissertation.

Total Credits: 79 credit hours**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

- The program will produce graduates with an advanced technical understanding and skills in electrical and computer engineering.
- Program graduates will be able to apply advanced knowledge and skills in electrical and computer engineering to solve contemporary problems of industry and society.
- Program graduates will be able to conduct both independent and collaborative research to generate new knowledge in the field of electrical and computer engineering.
- Program graduates will effectively communicate knowledge to the technical and broader public communities.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Graduates will have the ability to discover or develop new engineering knowledge and scholarly skills at an advanced level.
- Graduates will be able to analyze advanced, complex electrical and computer engineering problems and develop practical solutions that work within provided specifications and constraints.
- Graduates will develop critical thinking skills and competencies in technical aspects of electrical and computer engineering in current and emerging electrical and computer technologies.
- Graduates will apply leading-edge principles, theories, and concepts to the development of standards, procedures, and guidelines in their chosen field of specialty related to electrical and computer engineering.
- Graduates will work effectively as a member of a team and be able to lead others in teamwork-based projects.
- Graduates will be able to communicate effectively in written, oral, and other modes as needed

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
VCU	Ph.D., Engineering, 14.0101	11
GMU	Ph.D., Electrical and Computer Engineering, 14.1001	8
UVA	Ph.D., Electrical Engineering, 14.1001	18
UVA	Ph.D., Computer Engineering, 14.0901	3
Virginia Tech	Ph.D., Electrical Engineering, 14.1001	38
Virginia Tech	Ph.D., Computer Engineering, 14.0901	11

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2023 -2033 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Electrical engineer	189,100	206,300	9%, 17,200	Bachelor's
Electronics engineers, except computer	98,700	107,600	9%, 8,900	Bachelor's
Computer hardware engineer	84,100	90,200	7%, 6,100	Bachelor's
Computer and information research scientist	36,600	46,000	26%, 9,400	Master's
Computer network architects	177,800	201,700	13%, 23,900	Bachelor's
Computer systems analyst	527,200	583,700	11%, 56,500	Bachelor's

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electrical Engineer	5333	5557	4.2%, 224	22	Bachelor's

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electronics Engineers, Except Computer	3271	3537	8.1%, 266	27	Bachelor's
Computer and Information Systems Managers	14659	16636	13.5%, 1977	198	Bachelor's
Computer Science Teachers, Postsecondary	1523	1595	4.7%, 72	7	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	50	68
2	Projected Enrollment (FTE)	45	61
3	Estimated Tuition and E&G Fees	\$16,369 (in-state) \$38,595 (out-of-state)	\$18,949 (in-state) \$44,679 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$929,580	\$1,468,642
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The doctoral program prepares students for academia, research laboratories, and industry careers. In 2023, universities in the state of Virginia posted positions for tenure-track and research faculty, including positions seeking expertise in cyber-physical systems (Hampton University), integrated microsystems design and fabrication (Virginia Tech), and statistical estimation, signal processing, and wireless communications (University of Virginia). With their unique electrical and computer engineering foundation, our doctoral students can succeed in these positions by integrating their expertise in electrical engineering and computer hardware systems. The federal government (e.g., U.S. Army Corps of Engineers, Fort Belvoir) and industry (e.g., Amentum, Dahlgren) have positions for applicants with a Ph.D. degree who can design and develop systems at the crossroads of electrical and computer engineering. Graduates of our Ph.D. in Electrical and Computer Engineering will be needed to ensure that the Virginia Clean Economy Act will deliver practical and innovative solutions while spurring economic growth.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Computer Information Systems
CIP code	11.1003
Anticipated Initiation Date	August 2025
Governing Board Approval Date (actual or anticipated)	November 15, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed Bachelor of Science (B.S.) degree program in Computer Information Systems will require 120 credit hours.

General Education Requirements - 33 credit hours

The General Education curriculum for the Reginald F. Lewis College of Business requires 33 credit hours.

Business Foundation – 29 credit hours

- COBU 300: Principles of Finance (3)
- COBU 301: Principles of Marketing (3)
- COBU 302: Organization & Management (3)
- COBU 303: Business Information Systems (3)
- COBU 305: Operations Management (3)
- COBU 306: Business Analytics I (3)
- COBU 400: Organization Policy & Strategy (3)
- COBU 406: Business Analytics II (3)
- COBU 410: Global Business Perspective (3)
- COBU 415: Special Topics in Service Learning (2)

Core Curriculum – 33 credit hours

- Cisy 312: Operating Sys. Admin. and Cloud Computing (3)
- Cisy 330: Computer Programming, I (3)
- Cisy 362: Systems Analysis & Design (3)
- Cisy 367: Computer Networks I (3)
- Cisy 368: Info. Security and Assurance: I (3)
- Cisy 468: Adv. Info. Sec. and Assurance (3)
- Cisy 478: Cybersecurity and IT Risk Management (3)
- Cisy 480: Database Design and Application (3)
- Cisy 487: ERP Systems Configuration (3)
- Cisy 488: Info. Tech. Sec. and Forensics - Advanced (3)
- Cisy 499: Capstone Professional Cert. (3)

Required Courses – 25 credit hours

- COBU 101: Introduction to Business (3)
- COBU 170: Legal, Ethical, & Digital Environment (3)
- COBU 111: Professional Enhancement/Career Development (1)
- COBU 155: Information Systems & Technology I (3)
- COBU 201: Introduction to Accounting I (3)
- COBU 210: Financial Economics (3)
- COBU 202: Introduction to Accounting II (3)
- COBU 220: Financial Managerial Economics (3)
- COBU 260: Business Statistics (3)

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Explain the fundamentals of computer networks, including protocols, security principles, and network administration tasks. (Networking and Infrastructure)
- Apply cybersecurity principles and best practices, including threat detection, risk assessment, and implementing security measures to protect information systems. (Information Security)
- Design, implement, and maintain databases, including understanding relational database concepts, SQL querying, and database administration. (Database Management)
- Analyze business requirements and design appropriate information systems solutions to address those needs efficiently and effectively. (Systems Analysis and Design)
- Assess business processes, identify opportunities for improvement through technology, and recommend appropriate solutions to enhance organizational efficiency and effectiveness. (Business Analysis)
- Effectively communicate technical concepts and work collaboratively in interdisciplinary teams to solve complex problems. (Communication and Collaboration)
- Demonstrate proficiency in at least one programming language commonly used in the industry, such as Python, Java, etc., and demonstrate web development skills (Proficiency in Programming)

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Protect organizations' digital assets, identify and mitigate security threats, and ensure compliance with regulatory standards.
- Configure network devices, troubleshoot connectivity issues, implement security measures, and manage computer networks.
- Assess and evaluate IT systems, business processes, technical controls, and governance to ensure organizations adhere to industry standards and regulations.
- Develop software applications, such as creating custom solutions for business-related problems or contributing to various software projects.
- Analyze business requirements, design information systems, and bridge the gap between technical teams and end-users.
- Ensure efficient data storage and retrieval database through the design, implementation, optimization, and maintenance of databases.
- Lead IT projects from initiation to completion, overseeing budgets, timelines, and resources to deliver successful outcomes.
- Analyze business processes, identify problems/opportunities for solutions/improvement through technology, resource, and business forecasting, and recommend solutions to enhance organizational efficiency and effectiveness.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Bachelor of Science (B.S.), Information Technology, 11.0103	656
Virginia Commonwealth University	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	263.4
Old Dominion University	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	163.6
Radford University	Bachelor of Science (B.S.), Computer and Information Systems Security/Auditing/Information 11.1003	78.6
Virginia Tech	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	266.2
University of Virginia	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	186.8

James Madison University	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	221.6
Norfolk State University	Bachelor of Science (B.S.), Computer and Information Sciences, General 11.0101	18.2

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Information Security Analysts	168,900	222,200	32%, 53,200	Bachelor's degree
Web Developers and Digital Designers	216,700	251,300	16%, 34,700	Bachelor's degree
Computer Systems Analysts	531,400	582,600	10%, 51,100	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Information Systems Managers	14,659	16,636	13.48, 1,977	198	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2026 - 2027
1	Projected Enrollment (Headcount)	75	90
2	Projected Enrollment (FTE)	73	88
3	Estimated Tuition and E&G Fees	\$10,048	10,349
4	Projected Revenue from Tuition and E&G Fees	\$753,600	\$931,410

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	NA	NA

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia, like the rest of the nation, requires a robust pool of B.S. in Computer Information Systems (CIS) graduates to fuel economic growth, bolster cybersecurity defenses, and drive data-driven decision-making.

Graduates of the B.S. in Computer Science are instrumental in fostering economic growth within the Commonwealth of Virginia. By developing innovative software solutions, optimizing business processes, and implementing cutting-edge technologies, graduates can help Virginia-based companies gain a competitive edge in both domestic and global markets. For instance, graduates can contribute to developing new e-commerce platforms, healthcare information systems, and financial technology solutions.

Virginia is home to numerous government agencies, financial institutions, and critical infrastructure, making it a prime target for cyberattacks. CIS graduates focusing on cybersecurity can help protect these vital assets by developing robust security systems, conducting vulnerability assessments, and responding to cyber incidents. The CIS graduate's expertise is essential in safeguarding sensitive information and maintaining public trust.

As the need for data continues to grow, Virginia businesses and government agencies need skilled professionals to harness its power. CIS graduates can help organizations extract valuable insights from data to improve operations, identify new market opportunities, and optimize resource allocation. For example, they can develop data-driven marketing campaigns, analyze customer behavior to enhance customer satisfaction or optimize supply chain logistics.

By cultivating a strong pipeline of B.S. in Computer Information Systems talent, Virginia can position itself as a leader in technology and innovation, attracting new businesses, creating high-quality jobs, and enhancing the overall quality of life for its citizens.

I. Basic Program Information

Institution (official name)	Virginia Polytechnic Institute and State University
Degree Program Designation	Master of Science
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 9, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Prerequisite Course: 0-3 credit hours

Based on the admission committee's review of students' prior education and professional work experience, the following course may be required during initial semester of enrollment.

CS 5045: Computation for the Data Sciences (3 credits)

Core Courses: 15 credit hours

ADS 5064: Foundations of Data Science (3 credits) *

ADS 5224: Communication in Team-Based Data Science (3 credits) *

ADS/STAT 5525: Statistical Learning (3 credits) *

ADS/STAT 5526: Statistical Learning (3 credits) *

CS 5054: Programming Models for Big Data (3 credits) *

Elective Courses: 12 credit hours

Students can select courses from any courses offered at the institution. Students will work with a faculty advisor to select courses.

Capstone Requirement: 3 credit hours

ADS 5804: Capstone Experience I: Definition and Data (1 credit) *

ADS 5814: Capstone Experience II: Implementation (2 credits) *

Total: 30 – 33 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Plan and lead the lifecycle of a data science project – identification of problem to address, collection and assessment of data, data analysis, and communication of actionable insight to stakeholders.
- Analyze business, policy, and research questions and translate them into data-driven solutions.
- Plan and perform modeling of data sources using classical (e.g., linear and nonlinear regression, generalized linear models) and modern (e.g., neural networks, support vector machines, random forests) supervised and unsupervised methods from statistics, machine learning, and artificial intelligence.
- Synthesize data analysis strategies from data sources using analytic tools (e.g., SQL for database querying, Tidyverse from R, Pandas from Python for data manipulation, and Apache Hadoop for distributed computing), and computing resources.
- Apply contemporary data science concepts and tools from computer science, data engineering (e.g., Tidyverse from R, Pandas from Python), machine learning (e.g., TensorFlow), statistical analysis (e.g., R), data visualization (e.g., ggplot2 and plotly in R and matplotlib, plotly in Python), and project management to data science projects in commercial and research settings.
- Evaluate ethics, bias and fairness of data-driven solutions based on statistical, machine learning, and artificial intelligence approaches and judge the solutions with respect to statistical and business metrics.
- Create written, oral, and visual reports that present data insights, findings, and recommendations in a clear, compelling manner to technical and non-technical stakeholders.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Design and oversee data science projects including data acquisition, storage, transformation, and analysis (e.g. trend analyses, what-if analyses, prescriptive and predictive data modeling).
- Collaborate with subject matter experts, project and program managers, data analysts, data engineers, and stakeholders to translate data science projects into information that is critical to making sound organizational decisions.
- Consult with stakeholders and subject matter experts to understand organizational needs and operations, goals and objectives and key drivers for performance.
- Collaborate with data managers and architects for data collection, preparation, integration, quality, exploration, and retention on data science projects.
- Use supervised and unsupervised machine learning techniques (e.g. regression analysis, anomaly detection, natural language processing) to build and test data models that address data science problems such as fraud detection and image analysis.
- Use data mining approaches to design hypotheses (e.g. decision trees, association rule mining and neural networks) and use experimentation and testing to validate or update findings.
- Work with large structured and unstructured datasets using advanced data techniques (e.g. predictive modeling processes, neural networks) to predicts future trends, discover insights and identify opportunities for various units within an organization.
- Design computer programming models and algorithms to create visualizations that extract insights from large volumes of data.
- Present data science findings, including limitations and uncertainties, to clients.
- Provide technical guidance to data analysts on cross-functional projects and the use of data to improve business outcomes.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Master of Science, Computational Science, 30.0801	7
George Mason University	Master of Science, Data Analytics Engineering, 11.0802	209
Old Dominion University	Master of Science, Data Science and Analytics, 30.7001	-
University of Virginia	Master of Science, Data Science, 30.7001	70

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth University	Master of Science, Data Science, 30.7001	-

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data Scientists	168,900	228,200	35% (59,400)	Bachelor's Degree
Statisticians	33,300	43,900	32% (10,500)	Master's Degree

Labor Market Information: Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Statistician	1009	1360	34.8% (351)	35	Master's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2027 - 2028
1	Projected Enrollment (Headcount)	15	35
2	Projected Enrollment (FTE)	12	28
3	Estimated Tuition and E&G Fees	\$13,756	\$13,756
4	Projected Revenue from Tuition and E&G Fees	\$206,340	\$481,460
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

According to job posting analytics from the Virginia Office of Education Economics, the top job title in Virginia requiring a minimum advertised education level of master's degree in the STEM occupational group is data scientist. The top specialized skills for STEM occupations at the master's level in Virginia are in also in data science.

For organizations to remain relevant, the ability to develop and use sophisticated data science techniques/tools to make data-driven decisions that align with customer needs and economic trends is critical. While undergraduate data science programs provide foundational skills, employers need individuals with advanced, graduate-level training to tackle more sophisticated data science problems. The most advanced data science tools and applications, such as deep learning architectures, complex natural language processing, and advanced computer vision, often require knowledge and skills beyond the undergraduate level. “[D]ata science is such a fast-evolving field with many new experimental methods proposed every year, many industries will still seek the maturity and deeper skills that come with a graduate degree...A master's degree program helps professionals focus on the capabilities and application of data and technology—which includes the use of artificial intelligence (AI) and machine learning.”

The proposed M.S. in Data Science degree program responds to industry demand for data scientists who can leverage cutting-edge methods to develop innovative data-driven solutions.

I. Basic Program Information

Institution (official name)	The College of William and Mary in Virginia
Degree Program Designation	Bachelor of Science
Degree Program Name	Coastal and Marine Sciences
CIP code	30.3201 (Marine Sciences)
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	April 26, 2024

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

New courses are denoted with an asterisk (*).

General Education and University Requirements – 37-54 credits

Core Coursework – 24 credits

MSCI 250 People, Society, and the Coast* (3 credits)
MSCI 330 Introduction to Marine Science (3 credits)
MSCI 340 Quantitative Methods in Marine Science* (3 credits)
MSCI 342 Field and Research Methods in Coastal and Marine Sciences* (3 credits)
MSCI 401A Motion of the Ocean – Fundamentals of Physical Oceanography (3 credits)
MSCI 401B Fundamentals of Marine Science, Chemical Oceanography (3 credits)
MSCI 401C Fundamentals of Marine Geology (2 credits)
MSCI 401D Fundamentals of Marine Science, Biological Oceanography (2 credits)
MSCI 401R Fundamentals of Marine Science Recitation: Marine Geology (1 credit)
MSCI 401R Fundamentals of Marine Science Recitation: Biological Oceanography (1 credit)

Required Foundational Coursework – 16-18

Students will complete foundational courses in quantitative methods and closely related disciplines in the natural and social sciences.

Restricted Electives

Students select 9 credits of the following:

MSCI 201 Marine Science Mash-up (1 credit)
MSCI 331 Field Studies in Coastal Marine Environments (3 credits)
MSCI 332 Coastal Habitats in North Wales: Geology, Ecology, and Human Dimensions (3 credits)
MSCI 340 Marine Biology (3 credits)
MSCI 398 Marine Science Seminars (repeatable) (1 credit)
MSCI 401E Fundamentals of Environmental Chemistry, Toxicology, and Pathobiology (2 credits)
MSCI 401F Fundamentals of Marine Fisheries Science (3 credits)
MSCI 401R Fundamentals of Marine Science Recitation: Environmental Chemistry (1 credit)
MSCI 404 Microbial Processes in a Changing Coastal Environment (2 credits)
MSCI 421 Marine Geology: Environments, Processes, and Records (3 credits)

MSCI 490 Research in Marine Science (1-3 credits)
MSCI 497 Problems in Marine Science (1-4 credits)
MSCI 498 Special Topics in Marine Science (1-3 credits)
ANTH 350 Special Topics in Anthropology: Indigenous Voices in Conservation (3 credits)
BIOL 317/GEOL 325 Paleontology (3 credits)
BIOL 427 Wetlands Ecosystems (4 credits)
BIOL 457 Marine Invertebrate Biology (4 credits)
BIOL 460 Advanced Seminar in Biology: Marine Ecology (3 credits)
BIOL 461 Marine Ecology and Conservation (3 credits)
ECON 322 Environmental and Natural Resource Economics (3 credits)
GEOL 310 Regional Field Geology: Coastal Environment Bahamas (1-3 credits)
GEOL 324 Paleoclimatology and Paleoceanography (3 credits)
PUBP 201 Introduction to Public Policy (3 credits)

Capstone Requirement

Students select 3-6 credits of the following:

MSCI 480 Coastal and Marine Science to Benefit Society* (3 credits), or
MSCI 491/492 Senior Research* (3-6 credits), or
MSCI 495/496 Honors* (3-6 credits)

Electives – 9-31 credit hours

Total Credits Hours – 120 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Apply the methods of scientific inquiry to coastal and marine ecosystems emphasizing coastal Virginia, including the Chesapeake Bay and the Eastern Shore.
- Explain how physical, chemical, or biological processes interact in estuaries, coasts, and oceans.
- Contextualize the physical, natural, and sociocultural connections across coastal and marine systems to explain their relative role in sustainable management.
- Use scientific equipment in coastal and marine settings to sample, monitor, and analyze marine organisms, water quality, and sediments and interpret the data collected.
- Gain experience in using geographic information systems (GIS) and remote sensing technologies to map and analyze coastal and marine environments.
- Understand and critically evaluate research conducted in coastal and marine settings.
- Understand the importance of marine, coastal, and ocean ecosystems and their relationship with humans from social, economic, and policy-oriented perspectives to better inform management of coastal and marine resources.
- Communicate the importance of coastal areas for humankind in a meaningful way.
- Demonstrate ability to make informed and responsible decisions regarding marine, coastal, and ocean ecosystems and resources.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Collect, process, and analyze samples from coastal, intertidal, and shallow marine environments.
- Plan and undertake laboratory-based experiments and research focused on questions centered in coastal and shallow marine systems.
- Record, analyze, and interpret data from marine biological, chemical, geological, and physical processes.
- Use computer databases and software to analyze and manage data generated from physical, geological, chemical, and/or biological studies.
- Integrate information and data from across the physical, geological, chemical, and biological sciences to address challenges in the coastal and shallow marine environment.
- Work with other scientists to address and develop interdisciplinary solutions to coastal problems, globally such as pollution from legacy and emerging contaminants, habitat destruction, overfishing, coastal erosion, and sea-level rise.
- Communicate outcomes from, and societal implications of, marine-science research in oral and written format.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Old Dominion University	Bachelor of Science in Ocean and Earth Science, 40.0699	10

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Biological Scientists, Other	60,400	63,700	4% (2,300)	Bachelor’s Degree
Biological Technicians	81,400	85,300	5% (3,900)	Bachelor’s Degree
Environmental Scientists	80,500	85,400	6% (4,900)	Bachelor’s Degree
Geoscientists	26,300	27,600	5% (1,300)	Bachelor’s Degree
Zoologists and Wildlife Biologists	19,100	19,700	3% (600)	Bachelor’s Degree

Labor Market Information: Virginia Employment Commission, 2022-2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Biological Scientists, Other	928	946	1.94% (18)	9	Bachelor's Degree
Biological Technicians	1,503	1,536	2.2% (33)	16	Bachelor's Degree
Environmental Scientists	3,314	3,403	2.7% (89)	44	Bachelor's Degree
Geoscientists	601	622	3.5% (21)	10	Bachelor's Degree
Zoologists and Wildlife Biologists	300	304	1.3% (4)	2	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year 2028 - 2029
1	Projected Enrollment (Headcount)	6	50
2	Projected Enrollment (FTE)	6	50
3	Estimated Tuition and E&G Fees	\$25,734 in-state \$51,038 out-of-state	\$28,947 in-state \$57,411 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$92,642 in-state \$122,491 out-of-state	\$868,418 in-state \$1,148,216 out-of-state
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia is at the forefront of global challenges in coastal, estuarine, and marine ecosystems. With more than 7,000 miles of coast, Virginia experiences the second-fastest rate of sea-level rise in the country, and has an economy closely linked with the Chesapeake Bay and its myriad resources. Rapidly increasing student enrollment in courses associated with William & Mary's undergraduate minor in Marine Science and student interest data from surveys of incoming students, collectively suggest that William & Mary students want to tackle scientific problems and identify solutions to coastal and marine grand challenges.

The proposed program enhances Virginia's education system. If approved, this new program will advance William & Mary's and the Virginia Institute of Marine Science's (VIMS) ability to educate the next generation of ocean- and climate-focused leaders, setting them up for employment in government, non-governmental organizations, the private sector, or graduate school. This is particularly urgent as training in coastal and marine sciences is absent in Virginia's public institutions. Several public universities in the state offer undergraduate degrees in related fields, but none focuses specifically on coastal and marine science. Students interested in a bachelor's degree in marine science leave Virginia or pursue other majors. Marine Science was the top-sought program in the southeastern Academic Common Market, a tuition-savings program that offers in-state tuition for students who are forced out of state because of the unavailability of certain degrees. We anticipate that the approval of this degree program would encourage Virginia college students to remain in state.

State Council of Higher Education for Virginia Agenda Item

Item: II.F – Academic Affairs Committee – Briefing on SCHEV’s Program Productivity Policy

Date of Meeting: September 16, 2024

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: July 23, 2024

Action: Committee Chair Oldham requested a briefing on SCHEV’s program productivity duty at an upcoming meeting.

Purpose of the Agenda Item:

This item provides information about SCHEV’s Program Productivity Policy including results of the last productivity review in 2019-21. Further, options for potential improvements to the SCHEV policy are provided, and members’ advice is sought to guide modifications for the next system-wide review. Council’s duty, in accord with *Code of Virginia* §23.1-203, is to:

6. Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education.

Background Information/Summary of Major Elements:

Per Council’s policy, [Virginia Public Higher Education Policy on Program Productivity](#), SCHEV staff are to conduct a productivity review of all academic programs at public institutions on a five-year cycle. That review is governed broadly by the following parameters:

- Quantitative standards for degree programs are derived from base-adequacy faculty-student ratios by discipline and level and are calculated as five-year averages. The standards are based on a formula that assumes two faculty FTE per degree program.

- See **Appendix 1** for specific quantitative standards that apply to four-year institution degree programs.
- Programs that fail to meet standards for both enrollment and degrees granted are “targeted” and subject to “full review.” At the full review stage, for each targeted program an institution wishes to defend, documentation must be submitted that addresses qualitative and quantitative factors, including (but not necessarily limited to) mission, service instruction by the offering department, quality, duplication, and institutional commitment to program improvement.
 - See **Appendix 2** for a screen shot of the online program productivity tool. The productivity tool is available on SCHEV’s data website at <https://research.schev.edu/Productivity/>.
 - See **Appendix 3** for criteria that can be used to justify continuance of a targeted degree program.
- At the conclusion of the full review stage, staff presents to Council a resolution indicating for each targeted program whether it will be continued or closed. Historically, approximately 25% of targeted programs have been identified for closure through the full review process. The last time the program productivity review was conducted, in 2019-21, a total of 117 degree programs were targeted, of which 23 were closed.
 - See **Table 1** for a summary of recommendations from the 2019-21 productivity review.

According to the current policy, the next system-wide program-productivity review is due to take place during the 2025-26 academic year, which affords the opportunity for Council to consider policy modifications during 2024-25. Policy modification options for Committee consideration could include, but are not limited to, the following:

- Procedural
 - Modify the five-year interval.
 - Modify the system-wide approach—e.g., do a subsection of institutions each year rather than all institutions at once.
- Quantitative Standards
 - Raise or lower.
 - Reconceive so they are not tied to the base adequacy faculty-student ratios. Some states/systems use an absolute number that is the same for all programs.
 - Remove enrollment from the targeting criteria. This would simplify the process by relying solely on degrees granted—more programs would be targeted for “full review.”
- Evaluative Criteria
 - Reduce, or increase, the number of criteria (see **Appendix 3**) that can be used to justify continuance of targeted programs.
 - Incorporate new elements/criteria. For example:
 - Additional performance metrics, such as retention or persistence toward a credential/degree.
 - Industry certification exam passage rates.
 - Connect to wage data.
 - Connect to labor market information collected by the Virginia Office of Education Economics (VOEE)

- Re-emphasize duplication.
- Others, specific to the degree program offered.
- Remove waivers for new programs.

Materials Provided:

- **Appendix 1:** Four-Year Institution Quantitative Standards
- **Appendix 2:** Online Productivity Tool Screenshot (from <https://research.schev.edu/Productivity/>)
- **Appendix 3:** Institutional Action Form
- **Table 1:** 2019-20 - 2020-21 Productivity Review Summary of Recommendations (by institution and program)

Financial Impact:

For SCHEV, the program-productivity-review process carries no non-routine financial costs. For the public institutions, program closures presumptively contribute to improved efficiencies.

Relationship to Goals of *The Virginia Plan for Higher Education*:

Council's review of academic-program productivity at public institutions supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action:

By policy, the next program productivity review would be conducted in 2025-26.

Resolution: N/A

Appendix 1: Four-Year Institution Quantitative Standards (as per SCHEV policy)

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
Group 1	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
Group 2	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
Group 3a	36	9	18	6	14	3
Agriculture & Nat Resources						
Architecture & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
Group 3b	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences						
Group 4	24	6	14	5	10	2
Health Professions						
Pharmacy	-	-	12	4	-	-
Other	-	-	34	11	-	-
Law						

Appendix 2: Online Productivity Tool Screenshot

Productivity GROUP 1						
Most Recent Five-Year Averages	Bachelor's Programs		Master's Programs		Doctoral Programs	
	FTE Majors	Grads	FTE Majors	Grads	FTE Majors	Grads
GROUP 1 Standards	48	12	22	7	18	4
050108 M Middle East and Islamic Studies (2013)			6.6	5.8		
240103 D Cultural Studies (1994)					19.3	5.0
300101 D Biosciences (2002)					32.2	7.6
309999 M Interdisciplinary Studies (1982)			30	18.0		
301501 D Computational Social Sciences (2004)					14.6	4.0
302001 M Global Affairs (2009)			45.5	33.8		
430103 M Criminology, Law, and Society (2005) D Criminology, Law, and Society (2005)			5.4	5.0	19.8	5.2
430104 M Criminal Justice ()			25	17.8		
430403 M Computer Forensics (2009)			38.3	28.6		
449999 M Transportation Policy, Operations, & Logistics (2002)			6.8	6.2		
440501 M Public Policy (2002) D Public Policy (1992)			124.1	73.0	29.7	11.4

Appendix 3: Institutional Action Form



Program Productivity Review: Institutional Action Form

Complete a separate form for each targeted program.

1. Institution: Enter institution		
2. Program title: Enter program title		
3. CIP Code: XX.XXXX	4. Degree designation (e.g. AA, BS, MBA, PhD) Enter degree designation	5. Date Enter date

Check one of the following to indicate action the institution will take concerning this program:

- Institution will close the program. Closure date: Ex: Spring 2017
- Institution seeks to justify continuation of the program on qualitative grounds and is submitting required documentation. Proceed to "Program Justification" below.

Program Justification. Complete only if seeking to justify continuation of the program.
Check each qualitative criterion that applies and attach supporting documentation.

	Check if applies	Qualitative Criterion
1.	<input type="checkbox"/>	Program is central to the institution's mission. (Provide justification.)
2.	<input type="checkbox"/>	Program courses support general education and/or professional programs. (Provide five-year average of FTE enrollments for lower and upper division courses taught by faculty dedicated to the program.)
3.	<input type="checkbox"/>	Interdisciplinary program. (Provide evidence that a majority of required courses in the curriculum are shared with other degree programs.)
4.	<input type="checkbox"/>	Program shares a substantial number of courses and faculty with other similar programs. (Provide CIP codes for other programs and evidence of shared resources.)
5.	<input type="checkbox"/>	Student or employer demand, or demand for intellectual property is high and external funding for research will be jeopardized by program closure. (Provide evidence and cite sources of demand or funding.)
6.	<input type="checkbox"/>	Program provides access to an underserved population or geographical area. (Provide justification.)
7.	<input type="checkbox"/>	Program meets a unique need in the region, Commonwealth, or nation. (Provide justification.)
8.	<input type="checkbox"/>	Program has performed well in objective external qualitative reviews. (Provide excerpts from recent review(s) attesting to program quality.)
9.	<input type="checkbox"/>	Institution has specific plans to bolster program performance and increase enrollment and graduates per year. (Explain.)
10.	<input type="checkbox"/>	Other (Explain and provide justification.)

Table 1: 2019-20 - 2020-21 Productivity Review Summary of Recommendations (by institution and program)

Inst.	Program Level & Name	Recommendation
GMU	Bachelor, Applied Science	Continue Central to mission, interdisciplinary program, plans to bolster enrollment
GMU	Bachelor, Astronomy	Continue Interdisciplinary program, plans to bolster enrollment
GMU	Bachelor, Computational and Data Sciences	Continue Program was dormant for three years while colleges restructured, and since reactivation has experienced healthy growth
GMU	Master, Earth Systems Science	Continue Interdisciplinary program, unique need
GMU	Bachelor, Global and Environmental Change	Close
GMU	Bachelor, Human Development and Family Sciences	Continue Interdisciplinary sciences, shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Bachelor, Latin American Studies	Close
GMU	Bachelor, Philosophy	Continue Central to mission, supports general education, plans to bolster enrollment
GMU	Bachelor, Religious Studies	Continue Central to mission, supports general education, plans to bolster enrollment
GMU	Bachelor, Russian and Eurasian Studies	Continue Interdisciplinary program, provides access to underserved population
GMU	Master, Bioinformatics Management	Continue Shares courses and faculty with similar programs, unique need, plans to bolster enrollment
GMU	Master, Biostatistics	Continue Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Master, Computational Science	Continue Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Master, Computer Game Design	Close
GMU	Master, Geotechnical Construction & Structural Eng.	Close
GMU	Master, Graphic Design	Close
GMU	Master, Middle East and Islamic Studies	Continue Interdisciplinary program

Inst.	Program Level & Name	Recommendation
GMU	Master, Philosophy	Continue Central to mission, plans to bolster enrollment
GMU	Doctorate, Bioengineering	Continue Program is new and requires 5-7 years to complete; department is monitoring growth targets
GMU	Doctorate, Linguistics	Continue Unique need, plans to bolster enrollment
GMU	Doctorate, Music Education	Continue Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Doctorate, Statistical Science	Continue Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Doctorate, Writing and Rhetoric	Continue Unique need, plans to bolster enrollment
JMU	Master, Art	Continue Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
JMU	Master, English	Continue Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
JMU	Master, Health Education	Close
JMU	Master, Mathematics	Continue Central to mission, access to underserved population, plans to bolster enrollment
JMU	Doctoral, Counseling and Supervision	Continue Shares courses and faculty with similar programs, access to underserved population, unique need, plans to bolster enrollment
LU	Bachelor, Anthropology and Archaeology	Continue Central to mission, supports general education, plans to bolster enrollment
LU	Bachelor, Chemistry	Continue Central to mission, supports general education, plans to bolster enrollment
LU	Bachelor, Economics	Continue Central to mission, supports general education, plans to bolster enrollment
NSU	Bachelor, Electronics Engineering Technology	Continue Central to mission, shares courses and faculty with similar programs, access to underserved population, plans to bolster enrollment

Inst.	Program Level & Name	Recommendation
NSU	Bachelor, Mathematics	Continue Central to mission, supports general education, interdisciplinary program, access to underserved population, plans to bolster enrollment
NSU	Bachelor, Optical Engineering	Continue Central to mission, shares courses and faculty with similar programs, access to underserved population, unique need
NSU	Bachelor, Physics	Continue Central to mission, supports general education, shares courses and faculty with similar programs, access to underserved population
NSU	Master, Community/Clinical Psychology	Close
NSU	Master, Music	Continue Central to mission, interdisciplinary program, access to underserved population, unique need, plans to bolster enrollment
NSU	Master, Pre-Elementary Education	Close
NSU	Master, Urban Affairs	Continue Central to mission, unique need, plans to bolster enrollment
NSU	Master, Visual Studies	Close Master of Arts, Continue Master of Fine Arts Central to mission, provides access to underserved population, unique need, plans to bolster enrollment
ODU	Bachelor, African American and African Studies	Continue Interdisciplinary program, access to underserved population
ODU	Bachelor, Asian Studies	Continue Interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
ODU	Bachelor, Economics	Close
ODU	Bachelor, Modeling and Simulation Engineering	Close
ODU	Bachelor, Philosophy	Continue Supports general education
ODU	Bachelor, Women's Studies	Continue Interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
ODU	Master, Applied Linguistics	Continue Supports general education, plans to bolster enrollment
ODU	Master, Applied Sociology	Close

Inst.	Program Level & Name	Recommendation
ODU	Master, Early Childhood Education	Continue Unique need
ODU	Master, Lifespan & Digital Communication	Continue Unique need, positive external reviews, plans to bolster enrollment
ODU	Master, Occupational and Technical Studies	Close
ODU	Doctorate, Clinical Psychology (w/NSU and EVMS)	Continue Interdisciplinary program, shares courses and faculty with similar programs
ODU	Doctorate, Oceanography	Continue High demand, unique need, plans to bolster enrollment
RU	Bachelor, Philosophy and Religious Studies	Continue Central to mission, supports general education, plans to bolster enrollment
RU	Bachelor, Foreign Languages	Continue Central to mission, supports general education, plans to bolster enrollment
RU	Master, Literacy Education	Continue Supports general education, plans to bolster enrollment
UMW	Bachelor, Anthropology	Continue Central to mission, supports general education, plans to bolster enrollment
UMW	Bachelor, Physics	Continue Central to mission, supports general education, plans to bolster enrollment
UVA	Bachelor, Architectural History	Continue Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
UVA	Bachelor, Area Studies	Continue Plans to bolster enrollment
UVA	Bachelor, Comparative Literature	Close
UVA	Bachelor, German	Continue Central to mission, supports general education
UVA	Bachelor, Italian	Continue Central to mission, supports general education
UVA	Master, Anthropology	Continue Program performance
UVA	Master, Asian Studies	Continue Plans to bolster enrollment
UVA	Master, Classics	Continue Plans to bolster enrollment, relation to PhD program

Inst.	Program Level & Name	Recommendation
UVA	Master, Engineering Physics	Close
UVA	Master, Foreign Affairs	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, French	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, German	Close
UVA	Master, Government	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, Italian	Close
UVA	Master, Middle Eastern and South Asian Studies	Continue Plans to bolster enrollment
UVA	Master, Music	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, Philosophy	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, Slavic Languages and Literatures	Continue Plans to bolster enrollment, relation to PhD program
UVA	Master, Sociology	Continue Plans to bolster enrollment, relation to PhD program
UVA	Doctorate, Constructed Environment	Continue Unique need, plans to bolster enrollment
UVA	Doctorate, German	Close
UVA	Doctorate, Higher Education	Continue Plans to bolster enrollment
UVA	Doctorate, Physiology	Continue Student or employer demand, unique need, plans to bolster enrollment
UVA	Doctorate, Slavic Languages and Literatures	Continue Unique need
UVAW	Bachelor, Management Information Systems	Continue Interdisciplinary program
UVAW	Bachelor, Mathematics	Continue Central to mission, supports general education, shares courses and faculty with similar programs
UVAW	Bachelor, Software Engineering	Continue

Inst.	Program Level & Name	Recommendation
		Shares courses and faculty with similar programs, program meets unique need in region, plans to bolster enrollment
VCU	Bachelor, Financial Technology	Continue Interdisciplinary program, shares courses and faculty with similar programs, access to underserved population, plans to bolster enrollment
VCU	Master, Anatomy and Neurobiology	Continue Shares courses and faculty with similar programs, employer demand, plans to bolster enrollment
VCU	Master, Art Education	Continue Access to underserved population, unique need
VCU	Master, Art History	Continue Access to underserved population, unique need
VCU	Master, Clinical and Translational Sciences	Continue Interdisciplinary program, shares courses and faculty with similar programs, unique need, plans to bolster enrollment
VCU	Master, Curriculum and Instruction	Continue Access to underserved population, unique need, plans to bolster enrollment
VCU	Master, Medical Physics	Continue Unique need
VCU	Master, Music	Close
VCU	Master, Sociology	Continue Central to mission, supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
VCU	Doctoral, Art History	Close
VCU	Doctoral, Chemical Biology	Continue with Condition Continue program, on condition of satisfactory progress towards SCHEV productivity standards
VCU	Doctoral, Rehabilitation and Movement Science	Continue Interdisciplinary program, shares courses and faculty with similar programs, unique need, plans to bolster enrollment
VSU	Bachelor, History	Continue Central to mission, supports general education, interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
VSU	Bachelor, Chemistry	Continue

Inst.	Program Level & Name	Recommendation
		Supports general education, employer demand, access to underserved population, plans to bolster enrollment
VSU	Bachelor, Economics and Finance	Continue Supports general education, employer demand, access to underserved population, plans to bolster enrollment
VSU	Bachelor, Social Studies Education	Close
VSU	Master, Criminal Justice	Continue Central to mission, employer demand, access to underserved population, unique need, plans to bolster enrollment
VSU	Master, Mathematics	Continue Employer demand, access to underserved population, unique need, plans to bolster enrollment
VTech	Bachelor, Religion and Culture	Continue Central to mission, interdisciplinary program, unique need, plans to bolster enrollment
VTech	Master, Biomedical Technology Development and Management	Close
VTech	Master, Creative Technologies	Continue Unique need, plans to bolster enrollment
VTech	Master, Material Culture and Public Humanities	Continue with Condition Continue program, on condition of satisfactory progress towards the SCHEV productivity standards
VTech	Master, Philosophy	Continue Unique need, plans to bolster enrollment
VTech	Master, Sociology	Continue Plans to bolster enrollment
VTech	Doctoral, Career and Technical Education	Close
VTech	Doctoral, Educational Research and Evaluation	Close
VTech	Doctoral, Environmental Design and Planning	Continue Unique need, plans to bolster enrollment
W&M	Bachelor, American Studies	Continue Central to mission, supports general education, shares courses and faculty with similar programs
W&M	Bachelor, German	Continue Central to mission, supports general education, employer demand

<i>Inst.</i>	<i>Program Level & Name</i>	<i>Recommendation</i>
W&M	Master, Anthropology	Continue Central to mission, unique need, plans to bolster enrollment
W&M	Master, Applied Science	Continue Central to mission, supports general education, interdisciplinary program, shares courses and faculty with similar programs
W&M	Doctoral, Anthropology	Continue Central to mission, unique need

State Council of Higher Education for Virginia Agenda Item

Item: II.G. – Academic Affairs Committee – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: September 16, 2024

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided:

“Report of the Staff Liaison to the Academic Affairs Committee,” by Dr. Joseph G. DeFilippo.

Financial Impact:

N/A

Relationship to Goals of *The Virginia Plan for Higher Education*:

N/A

Timetable for Further Review/Action:

N/A

Resolution:

N/A

Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning

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Orientation Sessions for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on August 27. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There was a total of nine participants from degree-granting and 10 vocational school representatives in attendance.

Private Postsecondary Education (PPS) Regulatory Reduction Exercise

- SCHEV staff met on August 18 with representatives from the Secretary of Education's office and the Office of Regulatory Management to discuss progress toward fulfillment of Governor Youngkin's Executive Order 19 (<https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/eo/EO-19-Development-and-Review-of-State-Agency-Regulations.pdf>), which calls for a 25% reduction in agency regulatory requirements. The current plan is for staff to present the PPE regulatory reductions for Council approval in October. Following Council approval staff will seek fast track approval of the regulations.

Staff Activities and Recognition

Darlene Derricott

- Attended WCET/SAN's Distance Ed at a Crossroads: The Changing Landscape of New Regulations Meeting from July 29 to July 31 in St. Louis, Missouri. Institutional staff and higher education administrators were presented information on the U.S. Department of Education's Winter 2024 Negotiated Rulemaking proposed distance education policy. Attendees engaged in discussions including the negotiated rulemaking process, the impact of state authorization distance education requirements for Title IV institutions, disclosure costs for students, third party concerns such as Online Program Managers (OPMs) and revenue sharing and competency-based education.

Jodi Fisler

- Completed the Constructive Dialogue Institute's Dialogue Facilitation Certification program in July/August.
- Attended the SHEEO Higher Education Policy Conference, held August 5-8 in Washington, DC.

Sandra Freeman

- Attended the semi-annual Virginia Higher Education Substance Use Advisory Committee (VHESUAC) Executive Council Meeting at Virginia ABC Headquarters in Richmond on August 2. The topics discussed include implementation of a statewide strategic plan for substance use education, prevention, and intervention at Virginia's public and private institutions.

Alexis Gravely

- Effective September 10, Ms. Alexis Gravely has been hired as Associate for Academic Affairs, to work on academic program policies. Ms. Gravely comes to SCHEV from the American Association of Community Colleges, where she served as Legislative Analyst. She is a product of the Virginia higher education system, with degrees from Patrick Henry Community College and the University of Virginia.

Emily Muniz

- Attended and presented at the 2024 Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO) Conference July 29 – 31 in Charlottesville, Virginia. The presentation focused on using the resources available through the Transfer Virginia Initiative to assist students in preparing for transfer as early as possible.

Paul Smith

- Represented SCHEV, as co-chair, at the first convening of the Taskforce on Transparency in Publicly Funded Animal Testing Facilities on June 26, 2024, in Richmond, VA. The Taskforce was created during the 2024 General Assembly session and requires SCHEV in coordination with the Virginia Department of Animal and Consumer Services to convene representatives from Virginia's public higher education institutions, animal welfare organizations, and groups focused on transparency in government. The purpose of the Taskforce is to identify potential deficiencies in publicly funded animal testing facilities and to recommend methods for making information about such animal testing facilities publicly available. The Taskforce is scheduled to reconvene in September.

Academic Affairs Staff:

Public Sector Academic Affairs

Ms. Karen Banks, Academic Affairs Support Specialist
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fidler, Senior Associate for Assessment Policy & Analysis
Ms. Alexis Gravely, Associate for Academic Affairs
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Emily Muniz, Associate for Transfer and Talent Pathways
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites

Dr. Kirstin Pantazis, Associate for Academic Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education

Mr. Richard Cole, Certification Specialist
Ms. Sandra Freeman, Director, Private Postsecondary Education
Mr. Ryan Hannifin, Associate for Academic Quality & Student Protections
Ms. Elizabeth Howard, Associate for Academic Quality & Student Protections
Ms. Kathleen Kincheloe, Compliance Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
July 24, 2024**

DRAFT MINUTES

Ms. O'Holleran called the meeting to order at 10:00 a.m. in the Main Conference Room of the SCHEV offices.

Committee members present: John Jumper, Jennie O'Holleran, Delceno Miles, John Olsen and Carlyle Ramsey(virtual).

Committee members absent: Walter Curt.

Staff members present: Lee Andes; Alisha Bazemore; Alan Edwards; Jim Ellis, Scott Fleming; Laura Osberger, Tod Massa; Erin McGrath; Emily Salmon; Bob Spieldenner and Kristin Whelan.

APPROVAL OF MINUTES

On a motion by Ms. Miles and seconded by Mr. Olsen, the minutes from the May 13, 2024, Resources and Planning Committee meeting was approved unanimously.

DISCUSSION OF PRELIMINARY RESULTS OF THE SURVEY OF HIGH SCHOOL SENIORS

Dr. Edwards provided some background on the origin of the survey. He also shared some of the challenges faced in the rollout and implementation of the survey.

SCHEV Program Specialist, Jim Ellis introduced Director of Social Science Research at Old Dominion University, Tancy J. Vandecar-Burdin, who shared preliminary findings from the survey of high school seniors.

Dr. Vandecar-Burdin discussed the methodology behind the pilot of the survey and through a series of slides, she described the responses from students regarding their post-high school plans. The results also illustrated reasons students don't attend college and pointed at the gender differences in the responses. The survey also looked at where high school students get their information about attending college.

Of the 630 completed surveys, Dr. Vandecar-Burkin shared a selection of answers to open ended questions. She stressed that the results are still preliminary.

She shared the key takeaways including the following:

- Virginia results resemble results from surveys in other states.
- Most frequent reasons for not attending college include costs, lack of value or necessity in a degree and not enjoying school.
- Sources of information about college attendance may be different for college bound vs. non-college bound students.

- About two-thirds of non-college bound students indicate that they may eventually go to college.
- Almost one in four off all students are only meeting with school counselor once (or not at all) to discuss plans for after high school.

Ms. Miles noted that she would like to see the geographic location of the survey respondents to compare the regions of Virginia. Mr. Fleming cautioned that the smaller response size might influence the accuracy of some of the data.

General Jumper questioned how Council can use the information learned from the survey. Even with preliminary results, General Jumper suggested that Council could make decisions about ways to address concerns.

Mr. Olsen asked how college was defined and if the definition was limited to a 4-year experience. He also asked about whether the list that was provided were students already inclined to go to college. Mr. Olsen expressed concerned that the survey underrepresented students who would prefer credentials on a shorter timeline. Ms. O'Holleran suggested that we could look at the results from surveys in other states.

Dr. Edwards stated that staff will share a final report at the September meeting.

Mr. Andes suggested looking at the high school college attendance rates because the culture of the school influences whether the students decide to go to college.

Dr. Carlyle suggested that the Office of Institutional Research can provide information regarding students studying in tech fields.

UPDATE ON INSTITUTIONAL PERFORMANCE STANDARDS

SCHEV has been assessing the Institutional Performance Standards (ISP) for two decades. Mr. Andes described the six education and six finance administrative measures. The six education-related measures are for SCHEV to review, and administrative-finance related review takes place on the Office of Planning and Budget.

Four of the educated-related measurements determine how well the institution can project and plan. These measures act as a counterweight to over projections.

- Headcount – how many in-state undergraduate students.
- Degrees awarded for in-state associate or bachelor's degrees.
- STEM-H Degrees awarded.
- Progression and retention.

The follow two measures are benchmarks rather than projections.

- Degrees for underrepresented students.
- Two-year transfers.

There are financial benefits for institutions that meet all the standards and are certified by Council. Institutions who miss one or more of the measures, Council can require a

mediation plan or decertify an institution. Council has latitude to grant exception and modifications in the process.

The financial incentives for institutions that meet the requirements for the projections and benchmark measures may include access to the following:

- The interest earning on tuition and fees.
- Unexpended appropriations from the prior year.
- Pro rata on rebates on credit card purchases.
- Rebates on transaction fees on some sole-source procurements.

Mr. Andes reviewed this year's results of the system as a whole. Virginia falls short on the number of degrees for underrepresented students. General Jumper suggested that there needs to be some baseline that can be adjusted up or down to avoid anomalies that could cause an institution to fail in one area. Mr. Fleming pointed out the Institutional Performance Standards are a very small lever at that Council may wish to discuss the value of the IPS in the future.

Mr. Andes further discussed the measures for individual institutions. UVA and Virginia Tech are the two institutions that passed all measures. For institutions that failed on some measures, SCHEV asks for an explanation. Many institutions point to lingering effects of the pandemic. Historically, Council has passed institutions with two or fewer missed measures and required remediation for institutions that have failed on three or more of the measures.

General Jumper stated that Council should avoid punishing the victim. He asked how the institutions board of the visitors are addressing these issues. He suggested that it may be time to reassess the measures.

The Council took no action but plans to in September.

UPDATE ON FAFSA COMPLETIONS AND COLLEGE ACCESS ACTIVITIES

Mr. Andes discussed the new FAFSA rollout. Currently institutions are still dealing with a lot of uncertainty. Institutions are cautiously optimistic but cannot interpret information precisely. The stress level in the financial aid offices is very high and they worry they will lose good people. Mr. Andes is concerned about the loss of trust between institutions and the federal government and the students and the financial mechanisms going forward. The federal government has said that it is committed to opening the 2025 FAFSA on October 1. Mr. Andes believes there will be fewer problems but that there are still issues. While many problems have been addressed, the primary issues current concern include the following:

- Institutions are dealing with continued uncertainty about fall enrollments.
- Institutions report that delays in being able to make corrections and receive the reprocessed FAFSAs are causing significant problems. Awards will continue until the beginning of the fall term.
- Many students have committed to enroll at institutions without knowing how much financial aid they may receive.

- Financial aid offices continue to experience heavy workloads, and staff face high levels of stress deep into the summer.

Ms. Miles asked about the pressure on financial aid staff. Financial aid staff is dealing with an increased workload, no slower work periods and upset students and families. Mr. Olsen asked if this has particularly impacted the enrollment of underrepresented populations. Mr. Andes stated that the risk to underserved students is a real concern. Mr. Olsen asked if there are ways to mitigate the issue. Access efforts like reaching out to students early and providing counseling in filling out the application help.

General Jumper asked if anything has been done to look at the root causes of the rollout failure. Mr. Andes stated that he believes FAFSA was trying to change too much at once and too quickly. General Jumper suggested that SCEV organize an effort to address the problem. He suggested engaging veterans' groups to get them to help with the process of getting students through the application process.

Ms. McGrath discussed the access efforts. Ongoing initiatives include the following:

- Provide support to specific high-need school divisions through the administration of the GEAR UP Virginia grant.
- Coordinate Level Up Virginia to support taking the primary steps in going to college.
- Support the annual conference, the Virginia College Access Network for access practitioners.

Ms. McGrath introduced the new activities and initiatives that her team is involved with:

- Launched the Level Up Virginia website.
- Coordinate the Middle School Campus Visit project.
- Increased FAFSA support to address flawed rollout process.
- Partnered with the Virginia Department of Education to bridge communication and collaboration between the two agencies.
- Implement an AmericCorps planning grant to study the feasibility of establishing AdviseVA statewide college advising corps.
- Increase emphasis on FAFSA completion.

Ms. O'Holleran encouraged the access team to continue to keep SCHEV Council informed and share ways that they can help.

MOTION TO ADJOURN

Ms. O'Holleran announced a vote to approve remote participation of Carlyle Ramsey. The committee voted and approved the motion unanimously.

Ms. O'Holleran motioned to adjourn the meeting at 11: 45 a.m.

Jennie O'Holleran

Committee Chair

SCHEV Staff

State Council of Higher Education for Virginia Agenda Item

Item: III.C. - Resources and Planning Committee – Action on Certification of Institutional Performance Standards

Date of Meeting: September 16, 2024

Presenter: Grace Khattar
Senior Associate, Finance Policy & Government Relations
GraceKhattar@schev.edu

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date: July 16, 2024

Action/Review: The committee discussed preliminary results on the six education-related performance measures.

Purpose of the Agenda Item:

The purpose of this item is to inform and facilitate Council action on the certification of public institutions by providing the final results for the 2024 assessment of institutional performance. The years under review are the 2021-22 and 2022-23 academic years.

Background Information/Summary of Major Elements:

The *Code of Virginia* charges Council with the duty to assess Institutional Performance Standards. The specific standards are outlined in the *Appropriation Act*. In the multi-faceted review process, SCHEV's role is to assess performance on the education-related measures, review recommendations provided by the Department of Planning and Budget (DPB) and the Office of the Secretary of Finance on the financial and administrative standards and then certify whether institutions are eligible to receive financial benefits as authorized.

The state budget sets forth six education-related standards, four covering two years of projections. Historically, an institution has been deemed to have failed a projection standard if it falls below the 95% threshold in both years; additionally, an institution that fails three or more of the six education-related measures typically has been required to submit a remediation plan. During the remediation process, Council does not surrender the option to withhold certification in the following year.

In July, staff provided results on the education-related measures. Three institutions did not meet three or more of these standards (see Table 3 on the following page and in the attached document). While the number of institutions and instances of failing the performance standard are higher than normal, staff notes that the two years under

review represent those years during and immediately following the pandemic, when student enrollment behavior became less certain.

In August, the Department of Planning and Budget provided its assessment of the financial and administrative standards for FY 2023; one institution did not meet the 80% pass threshold. (Details are included in the attached document).

Based on the review of the education-related measures and financial and administrative standards, staff recommends that Council certify all institutions that are not required to submit a remediation plan for the biennium and to certify the three institutions that must submit remediations plans for FY 2025. Staff recommends that these institutions submit a remediation plan and provide an update to Council by no later than May 2025.

TABLE 3
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION
Performance Measures 1 - 6
September 2024

Institution	PM 1	PM2	PM 3	PM4	PM5	PM 6	Recommendation
CNU	P	P	P	P	F	F	Feedback Only
W&M	P	P	P	P	P	P	Passed
GMU	P	P	P	P	P	P	Passed
JMU	P	P	P	P	F	P	Feedback Only
LU	F1&F2	P	P	P	F	F	Remediation Plan
NSU	P	P	P	P	P	F	Feedback Only
ODU	P	P	P	P	F	F	Feedback Only
RU	P	P	P	P	F	F	Feedback Only
UMW	P	P	P	P	F	P	Feedback Only
UVA	P	P	P	P	P	P	Passed
UVA-W	P	F1&F2	F1&F2	P	F	F	Remediation Plan
VCU	P	P	P	P	F	F	Feedback Only
VMI	P	P	P	P	P	P*	Passed
VSU	P	F1&F2	P	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
VCCS	P	P	P	N/A	F	N/A	Feedback Only
RBC	F1&F2	P	P	N/A	F	N/A	Feedback Only

P = Pass F = Fail (F1 = Fail first year, 2021-22, and F2 = Fail second year, 2022-23)

PERFORMANCE MEASURES:

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate **headcount enrollment**.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

PM 5 - Maintain or increase the number of **in-state associate and bachelor degrees awarded to students from underrepresented populations**.

PM 6 - Maintain or increase the number of **in-state two-year transfers to four-year institutions**.

*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges, and instead is evaluated on its commissioning percentage.

Materials Provided:

- Institutional Performance Standards Overview
- Appendix A: Results of the Review of the Financial and Administrative Standards for Level Three Institutions
- Appendix B: Results of the Review of the Financial and Administrative Standards for Level One and Level Two Institutions.

Financial Impact:

Action on this item entails no financial impacts for the agency. For the institutions, Council certification makes each eligible to receive its share of the financial benefits listed in the state budget - [§4-9.01](#) (approximately \$22.6 million each year for FY 2025 and FY 2026).

Timetable for Further Review/Action:

This review completes the 2024 assessment process. If Council approves the resolution below, then staff will provide updates to Council in 2025 on the institutions for which remediation plans are required. The next review must be completed by October 1, 2026.

Resolution:

Staff recommends that the committee adopt the following resolution and transmit it to Council for approval:

BE IT RESOLVED that, consistent with § 23.1-206, *Code of Virginia*, the State Council of Higher Education for Virginia certifies for FY 2025 and FY 2026 that the following 13 public institutions have satisfactorily met the performance standards of the *Virginia Higher Education Opportunity Act* and the *Appropriation Act*: College of William & Mary; Christopher Newport University; George Mason University; James Madison University; Norfolk State University; Radford University; Richard Bland College; University of Mary Washington; University of Virginia; Virginia Commonwealth University; Virginia Community College System; Virginia Military Institute; and Virginia Polytechnic Institute & State University.

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia certifies for FY 2025 only that the following four public institutions have satisfactorily met the performance standards of the *Virginia Higher Education Opportunity Act* and the *Appropriation Act*: Longwood University; Old Dominion University; University of Virginia's College at Wise; and Virginia State University. The Council will review updated data and remediation plans from each of these institutions no later than May 2025 to determine certification for FY 2026.

SCHEV Assessment of Institutional Performance Standards (Performance Period 2021-2023)

Background

The state began assessing institutional performance standards beginning with the Higher Education Restructuring Act in 2005. The standards were further refined through the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related *Code of Virginia* amendments. SCHEV is responsible for administering these assessments and certifying whether institutions have met the standards. In return, institutions are eligible to receive additional financial benefits, including interest earnings and credit card rebates earned during the fiscal year (approximately \$22.6 million for each year).

The Appropriation Acts of 2024-26 (state budget) outlines the assessment process and lists the six education-related measures and the financial and administrative standards by which the Council shall base its assessment and certification. The full text is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.

The State Council may develop, adopt and publish standards for granting exemptions and ongoing modifications to the certification process.

Institutions that meet certification criteria are eligible to receive financial benefits from the state. Section § [23.1-1002](#) contains the details about these financial benefits. The benefits include approximately \$42.5 million for the biennium. Institutions certified by SCHEV during this current assessment process will be eligible to receive benefits for FY 2025 and FY 2026.

As discussed at the July meeting, two areas are measured. The six general education-related performance measures comprise one area. The financial and administrative standards comprise the second area. Additional information regarding the contains the six general education-related measures and the financial and administrative standards is available on the SCHEV [website](#).

Findings

Education-Related Performance Measures:

The six education-related measures are:

1. *HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.*
2. *DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.*
3. *STEM-H DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.*
4. *PROGRESSION AND RETENTION - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.*
5. *DEGREES FOR UNDER-REPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.*
6. *TWO-YEAR TRANSFERS - Maintain or increase the number of in-state two-year transfers to four-year institutions.*

Staff provides the review for these measures. The years under review for the 2024 Biennial Assessment are 2021-22 and 2022-23. Preliminary results for the six measures indicate that, systemwide, all but one of the six measures were achieved. Combined, public institutions fell below measure 5 by -1.8 percent. Table I contains the aggregate information.

TABLE 1
RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES
Aggregate Information
September 2024

PERFORMANCE MEASURE	2021-2022			2022-2023		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment .	289,308	277,331	96%	288,999	278,617	96%
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards .	49,642	49,591	100%	49,731	48,235	97%
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards .	12,330	13,294	108%	12,431	13,108	105%
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students .	67,491	77,522	115%	59,583	75,913	127%
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations .	For this measure, we compare the average for the two years under review to the average for the three prior years.			31,150	30,587	-564
6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions .	For this measure, we compare the average for the two years under review to the baseline figure from 2010-11.			9,579	9,920	341

Table 2 contains the results at the institutional level, along with staff recommendations regarding the findings.

TABLE 2
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE
(Using 2021 Projections)
September 2024

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	Biennium	Biennium
CNU	P	P	P	P	87	P	P	P	-7	-55
CWM	P	P	93	P	P	P	P	P	P	P
GMU	P	94	P	91	P	84	P	P	P	P
JMU	P	P	P	P	P	P	P	P	-56	P
LU	94	88	P	P	P	P	P	91	-19	-46
NSU	P	P	P	P	P	P	P	P	P	-213
ODU	P	P	P	P	P	P	P	P	-190	-251
RU	P	94	P	P	P	P	P	P	-136	-70
UMW	P	94	P	85	P	P	P	P	-27	P
UVA	P	P	P	P	P	P	P	P	P	P
UVA-W	P	88	92	92	77	88	P	89	-37	-71
VCU	P	P	P	P	P	P	P	P	-64	-181
VMI	P	91	P	P	P	88	P	P	P	P
VSU	P	P	81	84	P	P	P	P	-38	-7
VT	P	P	P	P	P	P	P	P	P	P
VCCS	93	P	P	93	P	P	N/A	N/A	-477	N/A
RBC	88	90	78	P	P	P	N/A	N/A	-50	N/A

PERFORMANCE MEASURES:

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for **in-state undergraduate headcount enrollment**.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

PM 5 - Maintain or increase the number of in-state associate and bachelor **degrees awarded to students from underrepresented populations**.

PM 6 - Maintain or increase the number of in-state **two-year transfers to four-year institutions**. Please note VMI has a different measure - the commissioning rate.

*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges, and instead is evaluated on its commissioning percentage.

Results indicate that two institutions achieved all six measures in both years. These institutions are University of Virginia and Virginia Tech. Concerns exist regarding the institutions that show deficiencies for three or more measures. These institutions include Longwood University, University of Virginia at Wise, and Virginia State University.

Staff worked with the institutions to discuss the results and obtain feedback about their deficiencies. Reasons provided for deficiencies include: the impact of the pandemic; inaccurate enrollment and degree projections; and, with regard to transfers, a smaller pool of transfer students from the Virginia Community College System. Table 3 contains staff's recommendations regarding action for each institution. In past years, Council has chosen to require remediation plans for institutions with deficiencies for three or more measures.

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September 2024

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GMU	P	P	P	P	P	P	Passed
JMU	P	P	P	P	F	P	Feedback Only
LU	F1&F2	P	P	P	F	F	Remediation Plan
NSU	P	P	P	P	P	F	Feedback Only
ODU	P	P	P	P	F	F	Feedback Only
RU	P	P	P	P	F	F	Feedback Only
UMW	P	P	P	P	F	P	Feedback Only
UVA	P	P	P	P	P	P	Passed
UVA-W	P	F1&F2	F1&F2	P	F	F	Remediation Plan
VCU	P	P	P	P	F	F	Feedback Only
VMI	P	P	P	P	P	P*	Passed
VSU	P	F1&F2	P	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
VCCS	P	P	P	N/A	F	N/A	Feedback Only
RBC	F1&F2	P	P	N/A	F	N/A	Feedback Only

P = Pass F = Fail (F1 = Fail first year, 2021-22, and F2 = Fail second year, 2022-23)

PERFORMANCE MEASURES:

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate **headcount enrollment**.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

PM 5 - Maintain or increase the number of **in-state associate and bachelor degrees awarded to students from underrepresented populations**.

PM 6 - Maintain or increase the number of **in-state two-year transfers to four-year institutions**.

*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges, and instead is evaluated on its commissioning percentage.

Staff recommends that the three institutions submit remediations plans and report on their progress. The timeline for the remediation is as follows: Institutions submit remediation plans to staff by November 15, 2024. Staff requests updates on unmet performance measures in spring 2025. Staff provides an update to Council at its May 2025 meeting.

Financial and Administrative Standards

The Department of Planning and Budget, under the Secretary of Finance, performed a review of the results for the Financial and Administrative Standards for 2022-23. Institutions must meet a passing score of at least 80% on these standards.

e. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to institutions that have a Management Agreement with the Commonwealth of Virginia pursuant to the Restructured Higher Education Financial and Administrative Operations Act. They shall be measured by the administrative standards outlined in the Management Agreements and § 4-9.02.d.4. of this act. However, the Governor may supplement or replace those administrative performance measures with the administrative performance measures listed in this paragraph. Effective July 1, 2009, the following administrative and financial measures shall be used for the assessment of institutional performance for institutions of higher education that have a Management Agreement with the Commonwealth of Virginia pursuant to the Restructured Higher Education Financial and Administrative Operations Act.

1. Financial

- a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;*
- b) No significant audit deficiencies attested to by the Auditor of Public Accounts;*
- c) Substantial compliance with all financial reporting standards approved by the State Comptroller;*
- d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and*
- e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.*

2. Debt Management

- a) The institution shall maintain a bond rating of AA- or better;*
- b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and*
- c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy.*

3. Human Resources

- a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and*

b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.

4. Procurement

a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable; and

b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.

5. Capital Outlay

a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;

b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and

c) The institution shall pay competitive rates for leased office space – the average cost per square foot for office space leased by the institution is within 5 percent of the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.

6. Information Technology

a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and

b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.

**TABLE 4
FINANCIAL AND ADMINISTRATIVE STANDARDS, RESULTS BY INSTITUTION**

Institution	Score	Pass/Fail
CNU	100%	Pass
GMU*	88%	Pass
JMU*	100%	Pass
LU	94%	Pass
NSU	100%	Pass
ODU	78%	Fail
RBC	94%	Pass
RU	100%	Pass
UMW	90%	Pass
UVA-W	100%	Pass
UVA*	94%	Pass
VCCS	94%	Pass
VCU*	88%	Pass
VMI	88%	Pass
VSU	94%	Pass
VT*	88%	Pass
W&M*	94%	Pass
*Institutions with level III status Pass is based on a score of 80%		

Five institutions scored 100%: Christopher Newport University, James Madison University, Norfolk State University, Radford University, and University of Virginia – Wise. One institution did not receive a passing score, Old Dominion University. All other institutions achieved passing scores.

SCHEV staff, in concurrence with the Secretary of Finance, recommends that all institutions be certified for the 2025 fiscal year and that Old Dominion University be re-assessed in Spring of 2025 for certification in the 2026 fiscal year.

Appendix A contains the specific results, by standard, for the Level Three institutions. Appendix B contains the specific results, by standard, for the Level One and Level Two institutions.

APPENDIX A

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL THREE INSTITUTION

Financial & Debt Management				FY 2023 Result					
Measure #	Measure	Measure	Benchmark	W&M	JMU	UVA	VCU	GMU	VPI
1	1. Financial	Financial Statements and Internal Controls	a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution’s financial statements;	Y	Y	Y	Y	Y	Y
2	1. Financial	Financial Statements and Internal Controls	b) No significant audit deficiencies attested to by the Auditor of Public Accounts;	Y	Y	N	Y	Y	Y
3	1. Financial	Compliance with financial directives	c) Substantial compliance with all financial reporting standards approved by the State Comptroller;	Y	Y	Y	Y	Y	Y
4	1. Financial	Accounts Receivable	d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and	Y	Y	Y	Y	N	Y
5	1. Financial	Accounts Payable	e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.	Y	Y	Y	Y	Y	Y
6	2. Debt Management	Bond Rating	a) The institution shall maintain a bond rating of AA- or better;	Y	Y	Y	Y	Y	Y
7	2. Debt Management	Investments	b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and	Y	Y	Y	Y	N	N
8	2. Debt Management	Debt burden ratio	c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy. – (maximum annual debt service on long term debt) divided by (total operating expenses plus principal and interest on capital related debt less research operating expenses)	Y	Y	Y	Y	Y	Y
9	3. Human Resources	Turnover rate	a) The institution’s voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and	Y	Y	Y	Y	Y	Y
10	3. Human Resources	Internal progression	b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.	N	Y	Y	N	Y	N

Procurement & Capital Outlay				FY 2023 Result					
Measure #	Measure Category	Measure	Benchmark	W&M	JMU	UVA	VCU	GMU	VPI
11	4. Procurement	SWAM Participation	a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be	Y	Y	Y	Y	Y	Y
12	4. Procurement	Procurement orders processed through eVA	b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.	Y	Y	Y	N	Y	Y
13	5. Capital Outlay	Capital projects within budget	a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;	Y	Y	Y	Y	Y	Y
14	5. Capital Outlay	Owner requested change orders	b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and	Y	Y	Y	Y	Y	Y
15	5. Capital Outlay	Competitive rates for leased office space	c) The institution shall pay competitive rates for leased office space - the average cost per square foot for office space leased by the institution is within 5 percent of the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.	Y	Y	Y	Y	Y	Y

Information Technology				FY 2023 Result					
Measure #	Measure Category	Measure	Benchmark	W&M	JMU	UVA	VCU	GMU	VPI
16	6. Information Technology	Project Management	a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and	Y	Y	Y	Y	Y	Y
17	6. Information Technology	Information Security	b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.	Y	Y	Y	Y	Y	Y

APPENDIX B

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL TWO AND LEVEL ONE INSTITUTIONS

All metrics for FY 2023													
Institution	Unqualified Opinion from APA	No Significant Audit Deficiencies	Substantial Compliance with Financial Reporting	Accounts Receivable Standards	Accounts Payable Standards	Complies with Debt Mgmt Policy	Within 15% of Turnover Rate Goal	Within 15% of SWaM Plan Goal	No less than 75% of Dollar Purchases from vendors in eVA	Complete IT projects under original budget	Complete capital projects under original budget	Score	Pass/Fail
points	12	12	12	10	10	10	6	6	6	8	8	100	
Christopher Newport University	12	12	12	10	10	10	6	6	6	8	8	100	Pass
Richard Bland College	12	12	12	10	10	10	0	6	6	8	8	94	Pass
Longwood University	12	12	12	10	10	10	6	0	6	8	8	94	Pass
Norfolk State University	12	12	12	10	10	10	6	6	6	8	8	100	Pass
Old Dominion University	12	0	12	0	10	10	6	6	6	8	8	78	Fail
Radford University	12	12	12	10	10	10	6	6	6	8	8	100	Pass
University of Mary Washington	12	12	12	0	10	10	6	6	6	8	8	90	Pass
University of Virginia's College at Wise	12	12	12	10	10	10	6	6	6	8	8	100	Pass
Virginia Community College System	12	12	12	10	10	10	6	6	6	8	8	100	Pass
Virginia Military Institute	12	0	12	10	10	10	6	6	6	8	8	88	Pass
Virginia State University	12	12	12	10	10	10	6	0	6	8	8	94	Pass
Notes													
Passing = 80 points; consistent with prior assessments													
IT projects: individual projects over \$1M													
Capital Projects: individual projects over \$1M													

State Council of Higher Education for Virginia Agenda Item

Item: III.D – Resources and Planning Committee – Update on FAFSA Enrollments

Date of Meeting: September 16, 2024

Presenters: Lee Andes, Interim Director for Finance Policy and Innovation
leeandes@schev.edu

Tod Massa, Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 23, 2024

Review: The committee received an update on the FAFSA process, and the full Council received an update on access activities.

Purpose of the Agenda Item:

The purpose of this item is to update members' on the status and consequences of the U.S. Department of Education's (USED's) implementation of the new Free Application for Federal Student Aid (FAFSA) and on additional activities undertaken in Virginia to facilitate FAFSA completions and promote access to higher education.

Background Information/Summary of Major Elements:

Higher education faces enrollment challenges on multiple fronts as the applicant pool begins to shrink, as more potential students reconsider the costs and benefits of higher education, and institutions continue to deal with the effects of the pandemic on their enrollments and students. Nationwide, many institutions possess limited capacity to endure additional enrollment disruptions. Against this background, USED's 2023-24 roll-out of the new FAFSA was, by any measure, flawed. Consequences have been felt by students and institutions.

The following provides background on the FAFSA implementation, activities undertaken by SCHEV's access staff to facilitate completions of the FAFSA, and updates on fall enrollments.

Part 1: Implementation of "Better FAFSA, Better Future"

USED's "Better FAFSA, Better Future" project (Better FAFSA) is intended to simplify students'/families' completion and submission of the aid application – a laudable intent. However, the initial year of implementation has proved to be far more challenging than anticipated. This project included reforming the entire FAFSA application process by

reconstructing the platform itself, reducing the questions asked, pulling more information directly from the Internal Revenue Service (IRS), redesigning the underlying calculations, and expanding eligibility for the Pell Grant.

This effort required students and institutions to adjust to the realities of new processes, new terminology, and new calculations of student need, in which more students would be Pell-eligible. Still, many students would demonstrate less need because the FAFSA calculation no longer considers the number of individuals in the household who will be attending college simultaneously, and it entails an expanded use of assets.

Summary of Major Issues:

- The FAFSA release date was delayed three full months – from October 1, 2023, until December 31, 2023. Subsequent delays in releasing information to the institutions effectively reduced the aid-award season from seven months to just a few weeks, pushing award packages deep into summer.
- The application release was essentially live-testing, with the soft-launch including black-out dates, waiting rooms, and slow processing.
- Multiple issues included difficulty for students to create accounts, complete applications, and submit applications, some persisting through spring. The number of FAFSA completions plummeted year-over-year.
- Errors were found in the calculation of the new Student Aid Index (SAI, which replaced the prior Expected Family Contribution or EFC), requiring programming fixes and recalculations of the completed applications. These processes further delayed release of information to the institutions.
- While FAFSA completions are down 9.5% across the country (NCAN FAFSAtracker), Virginia has been among the least impacted at just 8.4% decline. This is a marked improvement over the year-over-year totals from this past spring (-19.5% in early May), but any increases after April have had a diminishing impact.
- Once received, institutions and students were unable to make corrections to FAFSAs, preventing the awarding of financial aid. Though this feature was restored in July, FSA reported that institutions would not be able to conduct “batch corrections” for 2024-25, which created an increased workload on already stressed staff.

Primary Issues of Concern:

- With institutions providing more flexibility during the spring student commitment period and reports of some students making multiple commitments, the normal metrics for determining student yield (the number of student commitments who actually enroll) have been disrupted, creating enrollment uncertainty.
- Many students have committed to enroll at institutions without knowing how much financial aid they may receive.
- Financial aid offices continue to experience heavy workloads, and staff face high levels of stress as the fall term begins.
- As a result of multiple promises from USED being delayed or unfulfilled, institutions have become wary of the reliability of USED communications.

- Institutions and access professionals both report a distinct loss of trust from students, who similarly have received unreliable and inconsistent information from USED.
- USED states the intention of releasing the 2025-26 FAFSA as of October 1 on a testing basis with full release scheduled no later than December 1, 2024.

Looking forward:

- For the 2025-26 FAFSA, institutions and students should be prepared for an improved process but not a smooth process, with some lingering issues with the FAFSA process, and a delayed release of the application.
- The Commonwealth, its institutions, and access professionals should continue with enhanced FAFSA-completion efforts.
- The state should consider how to address the number of high school students who, due to FAFSA issues, opted out of higher education this year, and who may not return later.
- Institutions should consider measures to address student trust issues and the stress levels of their financial aid staff.

Part 2: SCHEV Access and FAFSA-Completion Activities

- Increase FAFSA support: SCHEV increased its FAFSA support due to concerns that application completion rates were during the delayed and flawed rollout process. These additional activities included:
 - Five FAFSA webinars – four consecutive in September-December 2023 and one in April 2024.
 - FAFSA Completion Challenge Pilot: Launched to provide 10 high schools with access to student-level FAFSA completion data for targeted outreach.
 - FAFSA postcard campaign: Sent to 28,960 families with seniors in high school and annual incomes of \$60,000 or less.
 - Public Service Announcements: 30-second spots shared with 60 Virginia radio stations, highlighting the importance of FAFSA completion and addressing this year's decline.
 - Communication through schools: Provided sample texts, emails and parent portal messages to the Virginia Association of School Superintendents (VASS), VirginiaCAN, and the Level Up Virginia distribution list.
 - FAFSA completion chatbot: Partnered with Mainstay to launch a FAFSA completion chatbot and texting campaign to be shared with Virginia high schools, college access providers, and financial aid offices.
- Increase emphasis on FAFSA completion: A workgroup – the SCHEV/GEAR UP Virginia College Access Advisory Board – has been convened to address the ongoing challenges of FAFSA completion. Comprised of staff from postsecondary institutions, government agencies, and access providers, the group is focused on identifying strategies to increase FAFSA completions throughout Virginia.

Fall enrollment summary:

- Official fall enrollment numbers will not be available at this time; however, staff will provide the most current information available at the Council meeting.

Materials Provided: See the Background/Summary section immediately above.

Financial Impact: NA.

Relationship to the Goals of *The Virginia Plan for Higher Education*:

FAFSA simplification should minimize a barrier to enrollment and the awarding of need-based aid, which has a potential impact on each of the plan's three goals – Equitable, Affordable and Transformative.

Timetable for Further Review/Action: At the request of Council.

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: III.E. – Resources and Planning Committee – Briefing on SCHEV’s Research Website

Date of Meeting: September 16, 2024

Presenter: Tod Massa
Policy Analytics Director
todmassa@schev.edu

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to introduce new members, and provide a refresher to current members, to the data and informational resources available on the agency’s Research website (<https://research.schev.edu>).

Background Information/Summary of Major Elements:

The ninth enumerated statutory duty of Council is to “*develop a uniform, comprehensive data information system designed to gather all information necessary to the performance of the Council’s duties. The system shall include information on admissions, enrollment, self-identified students with documented disabilities, personnel, programs, financing, space inventory, facilities, and such other areas as the Council deems appropriate.*”

Since 1992, SCHEV has collected student-level data from Virginia public and TAG-participating institutions. During that period, the agency has maintained a website with various forms of data reports, which are available to institutions and the public. Beginning in 2001, staff began to reimagine what else could be published with the data collected up to that time and what new data and information could be created.

The available data fall into natural groupings of Admission, Enrollment, Degrees, Financial Aid, Funding and Spending, Tuition and Fees, Student Debt, Post-Completion Outcomes, and Transfer.

During the meeting staff will provide a demonstration that will highlight key reports of interest and provide insight into the scope of information available about Virginia’s colleges and universities.

Materials Provided: None beyond the Background/Summary section above. Staff will demonstrate the Research website (<https://research.schev.edu>) during the meeting.

Financial Impact: NA

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: III.F. – Resources and Planning Committee – Briefing on Review Process for
Public Institutions’ Six-Year Plans

Date of Meeting: September 16, 2024

Presenter: Lee Andes
Interim Director Finance Policy & Innovation
Leeandes@schev.edu

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date: January 9, 2024

Action: Staff provided a final update on the 2023 plans to the committee.

Purpose of Agenda Item:

The purpose of this item is to update the committee on the 2024 process nearing conclusion for public institutions’ six-year plans.

Background/Summary of Major Elements:

The six-year plan process began as part of the 2005 Restructured Higher Education Financial and Administrative Operations Act. The Higher Education Opportunity Act of 2011 reaffirmed the process. Virginia statute, [§ 23.1-306](#), sets forth the objectives and purposes for the plans.

Plans are developed in odd-numbered years and are affirmed or updated as necessary in even years. Among other items, the plans include information about:

- institutional strategies,
- projected costs,
- expected tuition and fees,
- financial aid,
- economic development,
- capital projects and
- other timely topics.

In 2015, joint resolutions approved by the House and Senate began to require that institutional six-year plans align with *The Virginia Plan for Higher Education*. Beginning with the 2022-24 budget, statements of freedom of expression and inquiry are required to be included.

This year, Op-Six also requested the completion of a detailed cover letter, addressing whether the institutions' plans had changed from 2023 and why. Specifically, the cover letter requested updates on:

- How you have used the Fact Pack data provided last year with the public, your governing board, students, faculty, etc.
- Changes in admissions, enrollment, and retention due to disruptions of the new FAFSA form and your plan to mitigate the impact.
- Explain any changes in the “Key Metrics at a Glance” and other changes your Fact Pack that you feel are important to highlight.
- Please include detailed updates on your cost control measures as noted in the Six- Year Plan follow up including new/ongoing initiatives and where your per student overall expenditure and institutional/administrative expenditures are trending as a result of your efforts.
- Describe the anticipated impact of any new federal or state legislative or regulatory requirements on the institution's finances (e.g., Financial Value Transparency and Title IX regulations).

Council staffs the submission and review process in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Staff Director of the House Committee on Appropriations and the Staff Director of the Senate Committee on Finance, or their designees as outlined in statute. This group, including the SCHEV Director, is referred to as the Op-Six. In addition to providing input for plan instructions, the Op-Six is required to review all plans and provide comments to the institutions.

Each plan is expected to address an institution's academic, financial and enrollment plans; the planned use of projected increases in general fund, tuition, or other nongeneral fund revenues and align with the institution's six-year enrollment projections. Plans submitted in 2023 are included on the [SCHEV website](#).

Below is the timeline for the plan review process:

- **May 15** – Templates and instructions sent to institutions
- **June 15** – Updated Fact Packs to help inform institutional submission
- **July 15** – Institutions submit updated plans
- **August** – The Op-Six has a one-day meeting to discuss updates to the plans and provide comments
- **September 1** – Op-Six comments sent to the institutions, including possible calls to discuss parts of institutional response.
- **October 1** – Responses and final copies of the plans submitted by the institutions
- **December 1** – SCHEV posts copies of the final plans on its website. Institutions submit copies of final plans to DLAS.

Op-Six identified comments and questions for each institution to provide clarification on topics when institutions submit their final plans in October. Plans will be posted on SCHEV's site by December 1.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action:

Staff will update the committee on the progress of this project at future meetings.

Relationship to Goals of *The Virginia Plan for Higher Education*:

Institutions must align the goals in their plans to the goals of [Pathways to Opportunity: The Virginia Plan for Higher Education](#). Staff will update instructions and training materials to ensure that institutions are aware of the plan and its three goals – Equitable (closing access and completion gaps), Affordable (lowering costs for students), and Transformative (expanding prosperity).

Resolution: None.

**Joint Meeting of
State Council of Higher Education for Virginia (SCHEV)
and Council of Presidents and (COP)**

Monday, September 16, 2024

3:00 – 5:00 p.m.

Chartway Arena

Big Blue Rooms, Committee Room C

Old Dominion University

Norfolk, VA

- 3:00 p.m. 1. **Welcome**
Delceno Miles, Vice Chair, SCHEV Council
Jim Ryan, Chair, Council of Presidents; President, University of Virginia
Brian Hemphill, President, Old Dominion University
- 3:15 p.m. 2. **Introductions**
SCHEV Council Members
COP Members
Aimee Guidera, Secretary of Education
- 3:30 p.m. 3. **Campus Safety and First Amendment**
Jim Ryan, President, University of Virginia
Discussion
- 4:00 p.m. 4. **Factors Impacting Enrollment**
Update from Tod Massa, Director of Policy Analytics, and Lee Andes, Acting
Director of Finance Policy and Innovation
Discussion
- 4:20 p.m. 5. **Internships and Work-Based Learning**
Update from Alisha Bazemore, Assistant Director for Innovative Work-Based
Learning Initiatives, SCHEV
Discussion
- 4:35 p.m. 6. **Executive Order 30**
Update from Emily Salmon, Senior Associate for Strategic Planning and Policy
Studies, SCHEV
Discussion
- 4:50 p.m. 7. **Closing Comments**
Scott Fleming, Director, SCHEV
- 5:00 p.m. 8. **Adjournment**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
July 23, 2024**

DRAFT MINUTES

General Jumper called the meeting to order at 12:08 p.m. in the Main Conference Room of the SCHEV offices.

Council members present: General John Jumper (Chair), Jason El Koubi, Lindsay Fryer, Delceno Miles, Cheryl Oldham, Jennie O'Holleran, John Olsen, Carlyle Ramsey(virtual), Doug Straley and Steven Taylor.

Staff members present: Lee Andes, Joe DeFilippo, Darlene Derricot, Alan Edwards, Brittany Everett, Jodi Fidler, Sandra Freeman, Tod Massa, Erin McGrath, Laura Osberger, Kirstin Pantazis, Paula Robinson, Emily Salmon, Kristin Whelan and Yan Zheng.

Notable guests: Aimee Guidera, Secretary of Education; Nicholas Kent, Deputy Secretary of Education; and Deb Love from the Attorney General's office.

General Jumper motioned to approve Dr. Ramsey's remote participation due to a medical condition. The motion was passed unanimously.

APPROVAL OF MINUTES

On a motion by Ms. Miles, seconded by Mr. El Koubi, the minutes of the May 13, 2024, Private College Advisory Board Meeting and the May 14, 2024, Council meeting were approved unanimously.

General Jumper expressed his gratitude in being chosen as the SCHEV Council Chair and he welcomed the newly appointed members. He spoke briefly about the importance of the work that SCHEV does. General Jumper stressed the importance of respecting Mr. Fleming's leadership and the expertise of the agency staff. General Jumper expressed an interest in the Council being more vocal advocates for higher education issues.

REMARKS FROM CENTRAL VIRGINIA COMMUNITY COLLEGE PREISDENT, DR. JOHN CAPPS

General Jumper invited Dr. Capps to join the meeting and provide remarks about Central Virginia Community College. Dr. Capps spoke about the diversity of the student body and curriculum. Ninety-five percent of CVCC students graduate with no student debt and a similar number stay in the Lynchburg area.

Dr. Capps highlighted the following initiatives are outlined in Accelerate Opportunity, the CVCC strategic plan:

- Several programs, paid for by federal grants, that are targeted at first generation, underrepresented students. This includes a comprehensive advising and an enrollment management program.
- The math achievement learning lab (tutoring center) student math completion increased by 30%.
- With grant funding, CVCC created a new position, the Community Connections Coordinator. This person connects students living in poverty with programs in the Lynchburg community.
- CVCC partnered with Beacon of Hope to provide tuition free community college to local Lynchburg high school graduates. Now partnering with them again to bring back student pausers who started but did not finish a credential.
- The CAPS grant program helps single parents complete a program with tuition funding and childcare.
- Concurrent and dual enrollment agreements create more opportunities for community college and high school students. Transfer students can take advantage of concurrent enrollment agreements that CVCC has with Liberty, Sweet Briar, Randolph College and Lynchburg University. Another dual enrollment opportunity is the Governor’s STEM academy.
- CVCC gets students into the workforce fast through their career credentialing and FastForward programs. These programs provide students with a streamlined pathway to the workforce.

Dr. Capps stated that the future is bright at CVCC. CVCC’s summer enrollment is up by 18% and the fall enrollment is up by 12%. He closed by describing CVCC’s commitment to providing a work-based learning experience for all students and he applauded the Virginia Community College System as a whole.

Mr. El Koubi asked Dr. Capps to discuss the relationship between the VCCS and SCHEV. Dr. Capps suggested that the VCCS needs more financial investments from the state to improve facilities, update equipment and to hire and retain faculty.

UPDATE ON VMSDEP

Mr. Fleming updated the Council on the status of the VMSDEP funding. The original bill has been repealed and the taskforce is working out how to address the problem. Mr. Fleming explained that the General Assembly met and approved greater, one-time funding for the program. SCHEV plays a role in how the funds are distributed. Conversations are ongoing and SCHEV anticipates further action in the 2025 General Assembly Session.

UPDATE ON DAY OF DIALOG EVENT

Dr. Fisler shared a presentation on SCHEV’s partnership with the Constructive Dialog Institute (CDI) and the May 30, 2024, Day of Dialog event hosted at Virginia Tech. The CDI is national non-profit that helps colleges and universities transform their campuses into inclusive learning environments that support dialogue across differences. constructive dialog is a form of conversation where people with different perspectives try and understand each other without giving up their own positions. The CDI offers training to instructors at fourteen Virginia institutions.

In 2023-2024, SCHEV subsidized the fees by 50%. This year, SCHEV is covering 33.3% of the fees. The cohort of participants were measured and showed improvement in six different areas:

- Affective polarization.
- Belonging.
- Conflict resolution.
- Dichotomous thinking.
- Intellectual humility.
- Psychological safety.

In addition to improvement across all metrics, patterns of improvement were similar across demographic groups. Most students self-reported benefits of the training including:

- Applying skills to their personal and professional life.
- More confidence in communicating across differences.
- More confidence having difficult conversations.
- More comfortable working with diverse others.
- Building more meaningful relationships with their peers.

At the Day of Dialog, attendees shared the types of programs their institutions are implementing. There were approximately 100 participants from 20 institutions. A survey of participants found that most attendees were pleased with the programming. Mr. El Koubi asked who attended from the institutions. Ms. Fryer asked about any issues with the CDI program.

UPDATE ON SB 21(POLICIES FOR ESTABLISHING ELIGIBILITY OF ACCOMMODATIONS)

Ms. Salmon provided an update on SB21 specifically on the eligibility of students with disabilities to obtain accommodations in higher education. SCHEV was tasked with identifying the barriers to receiving accommodations for students with permanent or temporary disabilities the institutions. The final goal is a best practice document which was finalized in May 2023.

SCHEV was charged with forming an expert panel to look at services provided on campus. The new workgroup used the best practices document, refined it, and developed survey questions to determine how public institutions aligned with best practices. The survey window closes in late July. The next meeting of the workgroup will look at emergent themes from the survey to determine next steps. The workgroup will convene several more times to draft a report that will be delivered October 1.

Ms. Miles asked if mental health falls within the description of disabilities in this case. Ms. Salmon indicated that mental health is covered in that some students who suffer from mental health issues also qualify for disability accommodations. Mr. Olsen asked how we are measuring the effectiveness of the institutions at providing these services. Ms. Salmon indicated that this study doesn't look at the effectiveness of what is offered. Ms. Olsen asked if SCHEV can look at this without legislation assigning it.

DISCUSSION OF PREPARATION FOR THE 2025 GENERAL ASSEMBLY SESSION

Mr. Andes led a discussion about the initial ideas for the Council's priorities for the recommendations for the budget and policy for the 2025 legislative session.

Many of the Council's priorities from January were addressed in the budget including funds for institutions to mitigate tuition increases, increases to need-based financial aid and requests for the SCHEV budget. 2025 is a short session and the General Assembly will be looking at amending the 2024-2026 biennium budget.

Virginia operates on a two-year biennial budget. Mr. Andes process behind creating Council recommendations. Staff prepared topic areas for Council to discuss. Staff will take notes on the discussions and create recommendations to share with the Council in September. Recommendations proposed in September will be finalized into a list to be formally adopted in October.

Mr. Andes further discussed how staff forms the list of recommendations. Staff looks at the relationship between the institutions' requests in their 6-year operating plans, fiscal and outcome conditions and broader economic factors and the statewide strategic plan.

Ms. O'Holleran implored the Council that they consider staff and stakeholder capacity when considering what to recommend. General Jumper would like everyone to feel a sense of urgency to get these recommendations in on time.

REPORT FROM THE AGENCY DIRECTOR

Mr. Fleming highlighted the following from the Director's report. The rest of the report can be found on page 130 of the July agenda book.

Mr. Fleming reported on the first 8 weeks of his tenure as SCHEV Director. He stated he is encouraging staff to speak with their outside voices and have a bit more of a point of view. Agency priorities include access and affordability that include flexibility and opportunity. Mr. Fleming also said that making sure that higher education is student (customer) centered. He also stated that he's like align higher education with the workforce and recognize the postsecondary institutions as contributors to the economy. Finally, Mr. Fleming stated that he'd like higher education to serve our underserved communities better because as a state and a country we should be judged by how well we serve those that need it the most.

Six-Year Plans: On May 15, staff distributed instructions and templates to the 17 public institutions for updates to their six-year operating plans. The updated plans were due July 15; review by staff is ongoing. The Op-Six group will meet in August to discuss the updates and the findings from staff's review. SCHEV also facilitated a contract with VCU for updates to the 17 sets of fact packs, to inform institutions' plan updates and Op-Six's review thereof.

Student-Success Community of Practice: In May, the State Higher Education Executive Officers (SHEEO) organization included SCHEV among the state agencies it selected for its new Community of Practice (COP) for Student Success. On June 28-29 our team represented Virginia in the COP's first convening to begin to identify/explore effective, scalable policies and practices toward developing and implementing an evidence-based, comprehensive (state-level), student-success policy

agenda. He asked Paula Robinson to speak on the key findings. Most SHEEO offer have a dedicated unit and SCHEV is considering it.

SCHEV Artificial Intelligence (AI) Taskforce: On June 26, staff convened a group of AI experts and practitioners as a taskforce to facilitate SCHEV's fulfillment of its roles in EO 30 and the "Guidelines for AI Integration Throughout Education." The agenda for this first meeting consisted of SWOT-type questions and dialogue. Ideas included transitioning the taskforce into a standing advisory committee; holding an AI-in-higher education summit; and creating a best practice/use case repository/clearinghouse.

SB 1280 Workgroup and Report: On June 27, staff submitted to the legislature's education-committee chairs the report from the workgroup required in SB 1280 (2023; Dunnavant) to be convened by SCHEV to ascertain whether a requirement of an internship/work-based learning experience for each undergraduate of a public baccalaureate institution would be "logistically and fiscally viable." The workgroup concluded and the report recommended that "wholesale adoption" of such a requirement is not viable at this time. Mr. Fleming asked Ms. Bazemore to comment on this. SCHEV's role was to convene a workgroup to create recommendations. Waiting for response for the House and Senate education chairs.

New Workstreams for the Virginia Talent + Opportunity Partnership (V-TOP): On July 3, Drs. Bazemore and Edwards and I met with Kirk Cox and Frank Atkinson from the Virginia Business-Higher Education Council (VBHEC) regarding the new appropriation and budget language pertaining to: (i) internship centers at public institutions; and (ii) matching funds for small businesses that employ interns. As a V-TOP partner, the VBHEC is assisting with advancing those two initiatives by creating workstreams and work groups, which will develop recommendations over the next three months. Ms. Bazemore also commented on this. VBHE is facilitating a work group from July to September 2025 to study this and scale it up.

Virginia Intern Day: In June and at the request of SCHEV, Governor Youngkin issued his third proclamation of a Virginia Intern Day, this year on July 25. Staff has sent invitations to state officials, employers, higher-ed institutions, and interns for events around Capitol Square, Richmond and the Commonwealth on that day. Council members are welcome to attend and are encouraged to celebrate interns in their organizations.

Ms. Oldham asked if SCHEV has someone on staff who has a business background to develop business aligned programs. The Council spent several minutes brainstorming about created business aligned programs and serving the underserved.

COMMITTEE REPORTS

Academic Affairs Committee

Ms. Oldham introduced the following item that the committee approved for Council's consideration:

William Mary proposed an organizational change. They are creating a new school of Computing, Data Science and Physics at the institution.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Computing, Data Sciences, and Physics at the College of William and Mary in Virginia, effective August 15, 2024.

On a motion by General Jumper that was seconded by Mr. Straley, the motion was approved unanimously.

Ms. Oldham further reported that the committee participated in a discussion lead by Dr. DeFelippo about Academic Affairs team responsibilities. The committee spent a lot of time discussing program approval procedures and asked staff to discuss in further detail at the September meeting. Among the approval process topics committee members wish to examine more closely, are the program productivity reviews. The committee would like to know if there are processes to measure the return on investment on programs and if a student is able to earn enough to support themselves within specific programs.

Resources and Planning Committee

Ms. O'Holleran briefed the Council on the preliminary results of the survey of high school students. The results track with nationwide trends. The data review will continue, and a report will be delivered at the September meeting.

The committee also discussed the institution performance standard (ISP) measures. Only two institutions passed all the measures this year and several institutions failed on three or more measures, a possible result of the continuing impact of the pandemic. Committee will discuss further and act on the ISPs in September.

Finally, committee discussed the ongoing issues with the new FAFSA roll-out. SCHEV staff expects challenges to continue into next year. SCHEV college access staff will continue to help families navigate the application process.

RECEIPT OF ITEMS DELEGATED TO STAFF

Included at the end of this document.

DISCUSSION OF 2025 SCHEDULE OF LOCATIONS FOR COUNCIL MEETINGS

Ms. Osberger presented the proposed dates and location of the 2025 Council meetings. The following dates and locations are proposed for the 2025 Council meetings:

- **January 7, 2025** – Virtual
- **March 17-18, 2025** – Virginia Military Institute (Lexington)
- **May 12-13, 2025** (with Private College Advisory Board) – Randolph-Macon College (Ashland)
- **July 15, 2025** – Piedmont Virginia Community College (Charlottesville)
- **September 15-16, 2025** (with Council of Presidents) – William & Mary (Williamsburg)

- **October 20-21, 2025** – SCHEV (Richmond)

Council will vote on the schedule at the September Council meeting.

ACTION ON RESOLUTIONS FOR DEPARTING COUNCIL MEMBERS

General Jumper read a resolution honoring retiring Council member, Thaddeus Holloman. On a motion from General Jumper and seconded by Delceno Miles, the resolution passed unanimously.

OLD BUSINESS

No old business was voiced.

NEW BUSINESS

No new business was voiced.

RECEIPT OF PUBLIC COMMENT

No public comment had been requested, and none was provided spontaneously.

MOTION TO ADJOURN

General John Jumper
Council Chair

SCHEV Staff

Pursuant to the *Code of Virginia*, § 23.1-203 and Council’s “Policies and Procedures for Program Approval and Changes,” the following items approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Christopher Newport University	Baccalaureate Certificate Program Approved: <ul style="list-style-type: none"> • Professional Ethics (38.0104) 	Fall 2024
George Mason University	CIP Code Changes Approved: <ul style="list-style-type: none"> • Change the CIP code of the Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Economics (45.0601) to (45.0603) • Change the CIP code of the Master of Science (MS) degree program in Finance (52.0801) to (27.0305) 	Fall 2024
Laurel Ridge Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> • Associate of Applied Science degree program (AAS) in Criminal Justice (43.0103) 	Fall 2024
New River Community College	Program Name Change Approved: <ul style="list-style-type: none"> • Change the name of the Associate of Applied Science (AAS) degree program in Police Science to Criminal Justice (43.0103) 	Summer 2024
Old Dominion University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> • Artificial Intelligence in Data Science (30.7001) • Trustworthy Artificial Intelligence (11.0102) 	Fall 2024
The College of William and Mary in Virginia	CIP Code Change Approved: <ul style="list-style-type: none"> • Change the CIP code of the Master of Laws (LLM) degree program in American Legal Studies (22.9999) to (22.0203) 	Fall 2024
University of Virginia	CIP Code Changes Approved: <ul style="list-style-type: none"> • Change the CIP code of the Master of Business Administration (MBA) degree program in Business Administration (52.0201) to (52.1301) • Change the CIP code of the Master of Science (MS) degree program in Business Analytics (52.1301) to (30.7102) • Change the CIP code of the Master of Landscape Architecture (MLA) degree program in Landscape Architecture (03.0103) to (04.0601) 	Summer 2024
University of Virginia	Facilitated Staff Approval:	Fall 2024

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Doctor of Philosophy (PhD) degree program in Computational Biology (26.1104) 	
Virginia Commonwealth University	Facilitated Staff Approval: <ul style="list-style-type: none"> Bachelor of Science (BS) degree program in Pharmaceutical Sciences (51.2010) 	Fall 2024
Virginia Polytechnic Institute and State University	CIP Code Change Approved: <ul style="list-style-type: none"> Change the CIP code of the Bachelor of Science (BS) degree program in Water: Resources, Policy, and Management (03.0299) to (40.0605) 	Fall 2024
Virginia Polytechnic Institute and State University	Facilitated Staff Approval: <ul style="list-style-type: none"> Bachelor of Landscape Architecture (BLA) degree program in Landscape Architecture (04.0601) 	Fall 2024
Virginia Polytechnic Institute and State University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Bachelor of Science (BS) degree program in Building Construction (52.2001) with 134 credit hours to 122 credit hours. 	Fall 2024
Virginia Polytechnic Institute and State University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Health Communication (09.0905) 	Fall 2024

Pursuant to the *Code of Virginia*, § 23.1-203 and Council’s “Policies and Procedures for Program Approval and Changes,” the following items approved and reported:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuance Approved: <ul style="list-style-type: none"> Graduate Certificate program in Strategic Trade (52.1101) 	Summer 2024
James Madison University	Program Discontinuance Approved: <ul style="list-style-type: none"> Bachelor of Science (BS) degree program in Teaching English to Speakers of Other Languages (13.1401) [Council Approval Date: May 19, 2020] 	Fall 2024
James Madison University	Program Discontinuance Approved: <ul style="list-style-type: none"> Graduate Certificate program in eLearning (11.9999) 	Fall 2024
Longwood University	Program Discontinuance Approved: <ul style="list-style-type: none"> Bachelor of Arts (BA) degree designation in the Bachelor of Arts/Bachelor of 	Summer 2025

Institution	Degree/Program/CIP	Effective Date
	Science (BA/BS) degree program in Physics (40.0801) [Council Approval Date: Unknown]	
University of Virginia	Program Discontinuances Approved: <ul style="list-style-type: none"> • Master of Arts (MA) degree program in Slavic Languages and Literatures (CIP code: 16.0400) [Council Approval Date: February 6, 1969] • Education Specialist (EdS) degree program in Educational Psychology (42.2806) [Council Approval Date: April 2, 1974] 	Summer 2024
Virginia Commonwealth University	Program Discontinuation Approved: <ul style="list-style-type: none"> • Master of Science (MS) degree program in Nursing (51.3818) [Council Approval Date: March 20, 1967] 	Fall 2024
Virginia Polytechnic Institute and State University	Program Discontinuation Approved: <ul style="list-style-type: none"> • Bachelor of Landscape Architecture (BLA) degree program in Landscape Architecture (04.0601) [Council Approval Date: November 5, 1970] 	Fall 2024

Pursuant to the *Code of Virginia*, § 23.1-203 and Council’s “Policies and Procedures for Internal and Off-Campus Organizational Changes,” the following items approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
The College of William and Mary in Virginia	Rename the Department of Theatre and Speech to the Department of Theatre and Performance . William & Mary indicates that with the removal of speech courses offered by the department, the new name will “ensure the department’s name is accurate.” Moreover, the addition of the word “performance” will “highlight the department’s focus on theatrical performance and dance performance.”	June 1, 2024
Old Dominion University	Rename the Department of Educational Foundations and Leadership to the Department of Educational Leadership and Workforce Development . ODU indicates that the new name “reflects the degree programs in the department and, will “provide an accurate and recognizable description of the department’s purpose	May 15, 2024

Institution	Change/Site	Effective Date
	and focus.” Further, the renaming would “align the department’s name with the terminology commonly used at the state level to describe areas (e.g., organizations, units, initiatives, and activities) dedicated to workforce development.”	
Old Dominion University	Create the School of Exercise Science . The School will reside in the College of Health Sciences. The establishment of the School will relocate the academic programs and faculty from the Dean’s office to a separate dedicated academic unit and ensure “faculty in exercise science have oversight...and an appropriate level autonomy” over “resources and exercise science education at the university.”	May 15, 2024
Old Dominion University	Create the School of Speech-Language Pathology . The School will reside in the College of Health Sciences. The new school is needed to relocate faculty and degree programs currently in the Office of Dean to “an academic unit that will serve as the designated location for faculty to conduct research” and “administer degree programs” in speech-language pathology. The school will also have “specialized faculty leadership” which is needed “to enable the faculty to coordinate and have oversight of resources used to support speech-language pathology education at the university.”	May 15, 2024
Virginia Commonwealth University	Rename the School of Population Health to the School of Public Health . The School has been renamed to align with names used by VCU’s SCHEV peer institutions. The new name will ensure “VCU’s school is recognized by professional organizations for public health.” The proposed name will also “reinforce the university’s standing in the academic community of public health.”	July 15, 2024

President Brian O. Hemphill, Ph.D.

Brian O. Hemphill, Ph.D., Old Dominion University's ninth president effective July 1, 2021, is an unwavering champion for access and opportunity, as well as innovation and research, with a deep commitment to forward-focused leadership. President Hemphill is proud to lead ODU with a steadfast dedication to excellence, a firm commitment to accountability and transparency, and — most importantly — a strong focus on diversity, equity, and inclusion, as well as student success. President Hemphill, in close collaboration with the campus community, as well as business and industry, is working diligently to expand existing partnerships and create new opportunities in order to advance the institution, the region, and the Commonwealth of Virginia through entrepreneurial and innovative approaches!



A devoted public servant and steward of ODU and the commonwealth, President Hemphill proudly serves on a variety of boards and commissions. He faithfully represents ODU on the national scale with active involvement in various organizations and advocacy efforts. President Hemphill is equally dedicated to state and regional engagement through active membership on various councils and committees.

President Hemphill's road to ODU has taken him from the University of Arkansas-Fayetteville, a flagship university, where he served as Associate Vice Chancellor and Dean of Students; to Northern Illinois University, a large, public, research university, where he served as Vice President for Student Affairs and Enrollment Management and Associate Professor for eight years; West Virginia State University, a public, land-grant, research university, where he served as the 10th President and Professor for four years; and, most recently, Radford University, a comprehensive university, where he served as the seventh President and Professor for five years. While at Radford University, President Hemphill built lasting relationships with many entities and officials throughout the commonwealth and beyond as the institution experienced historic growth and success in programmatic diversification and expansion, infrastructure improvements, and philanthropic giving, just to name a few!

President Hemphill serves on the John Wiley & Sons, Inc. Board of Directors, Preston Hollow Community Capital Board of Managers, and Jefferson Science Associates Board of Directors. He earned a Ph.D. in Higher Education Administration and Policy Studies from the University

of Iowa, a Master of Science degree in Journalism and Mass Communication from Iowa State University of Science and Technology, and a Bachelor of Arts degree in Organizational Communication from Saint Augustine's University. President Hemphill is a published author with a multitude of writings covering topics related to gun violence and threat preparedness on college campuses; emerging financial concerns affecting the collegiate sphere; STEM (Science, Technology, Engineering, and Mathematics) and economic-related issues pertaining to education; and a myriad of additional scholarly perspectives pertinent to the higher education environment. President Hemphill coedited a book, titled *College in the Crosshairs: An Administrative Perspective on Prevention of Gun Violence*. He is a highly sought-after keynote speaker, guest presenter, and panelist with frequent appearances across the country.

President Hemphill's passion for life and unparalleled commitment to excellence begins at home where he shares his life with his loving and supportive wife, Dr. Marisela Rosas Hemphill, who proudly serves as ODU's First Lady. The Hemphills are the proud parents of energetic, 11-year-old twins, Catalina and Cruz. President Hemphill also has two adult children, Jada, who is a public school teacher in Fort Worth, Texas, and Jordan, who is a graduate student at the University of Iowa. Above all else, President Hemphill cherishes the time he spends with his children who are so very precious to him. The Hemphill family resides in the Jacobson House. President and First Lady Hemphill, as well as their entire family, actively engage both on the campus and in the community by attending a variety of activities and events in support their fellow Monarchs!



President Brian O. Hemphill, Ph.D., First Lady Marisela Rosas Hemphill, Ph.D., and their family on Inauguration Day

State Council of Higher Education for Virginia Agenda Item

Item: V.E. – Action on 2025 Meeting Schedule and Locations for Council Meetings

Date of Meeting: September 17, 2024

Presenter: Laura Osberger, Director of Board and Executive Operations
lauraosberger@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 23, 2024

Action: Council reviewed staff's proposed locations and dates.

Purpose of the Agenda Item:

The purpose of this item is to facilitate Council action on dates and locations for its meetings in calendar year 2025.

Background Information/Summary of Major Elements:

Traditionally, Council meets in the months of January, March, May, July, September and October.

The January and October meetings usually are held in the Richmond area; the other four meetings, at colleges and universities, per Council's statutory duty to "visit and study the operations of each public institution of higher education."

With reasonable public notice, the Council chair may call for a meeting of an ad hoc committee of Council members and/or a retreat for the full Council membership.

Since 2009, Council has included in its schedule a meeting with public-institution chief executives, who convene as the Council of Presidents (COP). The date generally coincides with Council's September meeting, and the location is determined in coordination with the COP.

Council meets annually with the Private College Advisory Board (PCAB). The date generally coincides with Council's May meeting, and the location is determined in coordination with the Council of Independent Colleges in Virginia (CICV).

Council usually meets at a public two-year institution in July and at public four-year institutions in March and September.

Council meetings usually take place over two days – the afternoon of one day (committee meetings) and the morning (or more) of the following day (full membership). In the proposed schedule for 2025, Council’s January and July meetings would be single-day convenings (committees for much of the morning and the full Council for as much of the remaining day as necessary) in lieu of the usual day-and-a-half.

Council meetings generally are held on the third Monday and Tuesday of the month. An exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday. The later date affords staff an additional week to prepare for other activities, including college and university board-member training, which occurs in mid-November. All-day meetings (January and July; see above) are held on Tuesdays. For 2025, the January meeting is proposed for the first Tuesday of the month, prior to the opening of the General Assembly session.

Materials Provided: Proposed 2025 schedule appears in the resolution below.

Financial Impact: None.

Timetable for Further Review/Action: None

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the meeting schedule below for calendar year 2025 and directs staff to distribute the dates and locations to members:

- **January 7, 2025 – Virtual**
- **March 17-18, 2025 – Virginia Military Institute (Lexington)**
- **May 12-13, 2025 (with Private College Advisory Board) – Randolph-Macon College (Ashland)**
- **July 15, 2025 – Piedmont Virginia Community College (Charlottesville)**
- **September 15-16, 2025 (with Council of Presidents) – William & Mary (Williamsburg)**
- **October 20-21, 2025 – SCHEV (Richmond)**

State Council of Higher Education for Virginia Agenda Item

Item: V.F. Discussion of Systemwide Budget & Policy Recommendations for the 2025 Legislative Session

Date of Meeting: September 17, 2024

Presenter: Lee Andes
Interim Director of Finance Policy and Innovation
leeandes@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: July 23, 2024

Review: Council received an update on the Conference Report from the 2024 session of the General Assembly.

Purpose of Agenda Item:

The purpose of this item is to inform Council members' discussions concerning potential budgetary and policy recommendations for the 2025 session of the General Assembly and the 2025-2026 fiscal year.

Background Information/Summary of Major Elements:

In January 2024, Council approved fiscal and policy recommendations for the 2024-26 biennial budget. In May, the General Assembly met in special session to approve a biennial budget for fiscal years 2025 and 2026. Governor Youngkin signed it shortly thereafter. The budget added over \$360 million in general fund support to higher education, much of it in alignment with the Council recommendations.

In advance of the 2025 legislative session, staff provides information on the following pages to inform Council's next budget and policy recommendations in areas of institutional operations, student financial assistance and policy considerations.

Materials Provided: A staff document, "Preparation for the 2025 General Assembly Session," appears behind these cover pages; it details potential priority areas and foci for Council's next budget and policy recommendations.

Financial Impact: This item/discussion carries no financial impacts.

Timetable for Further Review: At this meeting, staff provides draft recommendations for members' discussion. Council will act on a set of final recommendations at its October meeting.

Relationship to the Goals of The Virginia Plan for Higher Education:

Council’s budget and policy recommendations are the means through which it and its staff seek support – financial and otherwise – for the strategies and initiatives that are integral to achieving the goals and objectives of the statewide strategic plan.

Resolution: None

PREPARATION FOR THE 2025 GENERAL ASSEMBLY SESSION

Introduction and Overview

This document provides considerations to inform Council discussions of preliminary priority areas and foci for the budget and policy recommendations it will consider in its October meeting.

In the second year of the biennial budget, SCHEV generally considers recommendations that did not receive support in the previous session of the General Assembly and seeks budget and language adjustments based on new circumstances that may arise.

Section 1: 2024-2026 Biennial Budget, Highlights

In May, Governor Youngkin signed the budget for the 2024-26 biennium. Many of Council’s priorities adopted in January were incorporated, including additional funds to institutions to mitigate tuition increases, need-based financial aid, support for noncredit workforce credentials and increases in the Virginia Military Survivors and Dependents Education Program (VMSDEP) stipend and funding to offset the cost of the VMSDEP tuition waiver. (A summary of the higher-ed budget is included as an appendix at the end of this item.)

Relative to the previous biennium, the budget for FY 2025 and FY 2026 increases funding to public institutions for Education and General (E&G) support by \$106 million in each year of the biennium, an annual 4.7% increase. Institutions also receive \$17 million in the first year and \$20 million in the second year for undergraduate need-based student aid, a 3.8% and 4.5% increase, respectively. (The aid numbers in the table below include need-based and non-need-based aid and institution-specific items.)

Additional General Fund Appropriations in 2024-2026
(in millions)

Program	2024-25	2025-26	Biennial Total
E&G	\$106.28	\$106.28	\$212.56
Financial Aid	\$21.50	\$25.50	\$47.00
Others	\$24.12	\$22.50	\$46.62
SCHEV	\$25.50	\$29.80	\$55.30
TOTAL	\$177.40	\$184.08	\$361.48

Institutions also received funding to support a 3% salary increase each year for faculty and staff. The state funds only a portion of institutions' salaries (about 50% on average), with the institutions covering the remaining portion, primarily through tuition revenue.

Recent investments have impacted Virginia's national "funding per student" ranking. The "FY 2023 State Higher Education Finance (SHEF) Report," prepared by the State Higher Education Executive Officers (SHEEO) organization, places Virginia 25th (at the median) nationwide in "total funding per full-time equivalent (FTE) student." This ranking has been relatively stable over time. Historically, compared to other states, Virginia has relied more on tuition revenue than state-budget support. However, between FY 2015 and FY 2023, Virginia's ranking on "state budget support per FTE" improved from 44th to 28th. In FY 2023, Virginia ranked 19th on "tuition revenue per student," an improvement from 11th highest in FY 2016. For Virginia, this positive convergence of state budget and tuition revenue has been a result of increased state appropriations to higher education combined with concerted tuition-moderation efforts, relative to the actions of other states.

Section 2: Budget Planning, Generally and for FY 2026

State Process: Virginia operates on a biennial budget, in which legislators consider a two-year budget in even-numbered years, and the second year of the biennium is amended in odd-numbered years. The General Assembly's 2025 session will be a "short session" (45 days rather than 60 for long sessions) to consider new legislation and to amend the 2024-26 biennial budget (i.e., final adjustments to FY 2025 and reconsiderations of FY 2026 based on new revenue projections, economic forecasts and priorities).

SCHEV Process: Council plays multiple statutory roles in budgetary and policy matters related to Virginia higher education. As outlined in § 23.208 of the *Code of Virginia*, central among Council's roles is the development of budgetary and policy recommendations for consideration by the executive and legislative branches.

"A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations."

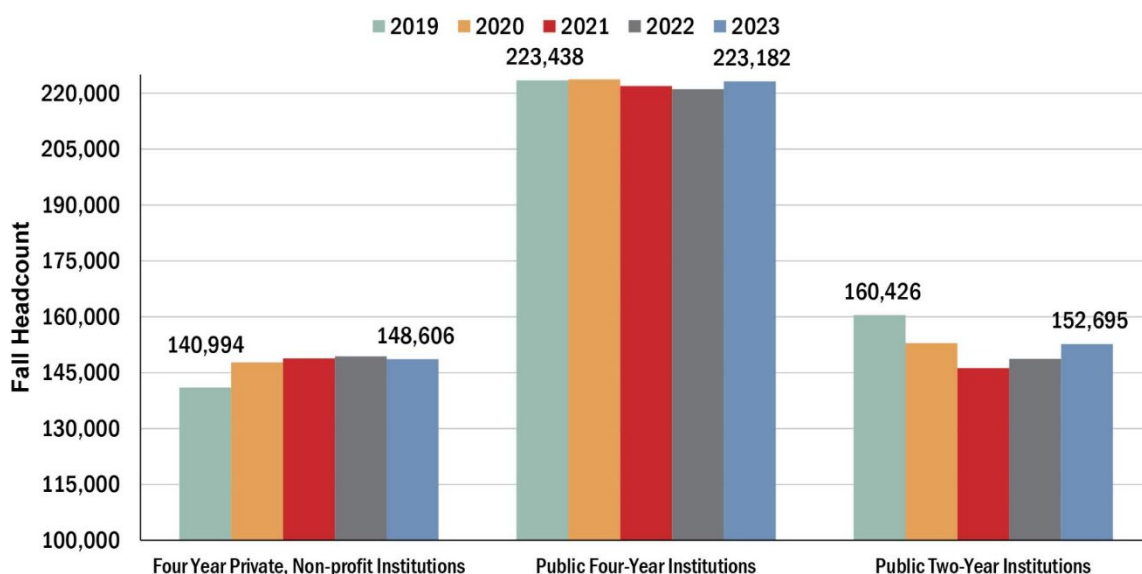
At Council's July meeting, staff collected feedback from the discussions of the Resources and Planning Committee and has developed draft recommendations for its consideration at the September meeting. The Council typically acts on final budget and policy recommendations at the October meeting, after which staff transmits those recommendations to the executive and legislative branches.

The normal process for developing Council's recommendations begins with the following three factors and their relationships to the goals of the statewide strategic plan for higher education:

- (1) ***Institutions' requests in their six-year operating plans:*** This process begins with SCHEV staff's review of the public institutions' planned items/activities to determine 'needs' (potential unavoidable costs) versus 'wants' (capacity building). Plans were received July 15, and staff has reviewed these requests in coordination with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education, and the Department of Planning and Budget (DPB).
- (2) ***Fiscal and outcomes conditions:*** This staff review is an assessment of fiscal and outcomes conditions to identify/understand areas of opportunity. For fiscal measures, such includes review of funding and costs per FTE student, fiscal health of an institution, and comparisons to national averages at a state and institutional level. For outcomes, such includes changes in enrollment, retention, and completion of students (including subgroups).
 - SCHEV's research website [displays](#) revenue and expenditures by institution, and staff regularly analyzes expenditures by program per FTE. The institutional "fact packs" created as part of the 2023 six-year-planning process to visualize trends may inform budget conversations.
 - The [rate of working-age Virginians](#) who possess a postsecondary credential or degree remained flat in 2022, the most recent year available. However, the Commonwealth increased its rank from 7th to 6th in the nation and saw increases in attainment for Black/African American Virginians and Hispanic/Latino Virginians.
 - Enrollment at Virginia's colleges and universities in 2023-24 [largely recovered](#) compared to 2019-20 (before the COVID-19 disruptions). For Fall 2023, Virginia institutions reported 524,483 students enrolled, which was only 375, or 0.07%, fewer students than in Fall 2019. These counts include in-state and out-of-state students enrolled full- and part-time at all degree levels at public and private institutions.

At the institutional level, enrollment fluctuates and comparison to 2019 levels is but one benchmark. Note that in Fall 2023, while 15 (or 88%) of the 17 public institutions (the community-college system is counted as one institution) reported enrollment gains over Fall 2022, the by-institution variation in enrollment recovery since Fall 2019 by institution is less widespread. Only eight (or 47%) of the 17 public institutions had higher enrollments in Fall 2023 than Fall 2019.

Trends in Fall Enrollment at Virginia Institutions by Sector



Source: SCHEV, E02 Fall Headcount & Early Enrollment Estimates
 Data accessed November 2023.
 Public two-year data still preliminary and does not include non-credit workforce training

- In CNBC’s 2023 and 2024 [“Top States for Business,”](#) Virginia was ranked the top state in business. Among the [inputs](#) for this factor are each state’s: number of colleges and universities; long-term trends in state-fund support for higher education; historically Black colleges and universities (HBCUs); and community-college and career-education systems.
- (3) **Economic factors:** These considerations include assessing current economic conditions, such as the impact of costs due to inflation, increases in the minimum wage, etc. Last year, staff estimated increased costs at institutions for non-personal services due to changes in minimum wage and inflationary costs. In addition, staff reviews Virginia’s revenue forecasts to project whether additional state funds might be available, or whether an economic slowdown or downturn might warrant reductions in state appropriations/spending. Current economic conditions and trends indicate relative stability.
- The [Consumer Price Index \(CPI\) in June 2024](#) was 3.0% higher than the previous year, a significant reduction from the hyper-inflation seen in 2022. Another measure of price inflation, the [Personal Consumption Expenditures Price Index](#), was 2.7% higher in April 2024 than the year prior, and was above the Federal Reserve’s target of 2%.
 - In his [May \[2024\] Revenue Report](#), Finance Secretary Stephen Cummings reported that general fund revenues were up 5.9% (\$1.48 billion) through the first 11 months of Fiscal Year 2024 and were ahead of the revised forecast by \$1.09 billion. In his report, Secretary Cummings noted that “Given the

current interest rate environment, with inflation persisting above Fed targets and other uncertainties, our underlying outlook remains cautious.”

- In April, Virginia’s seasonally-adjusted [unemployment rate](#) decreased 0.1 percentage points to 2.8%.

- (4) **State or regional needs:** In addition, other factors to support workforce and regional needs may be considered. For example, the New Economy Workforce Credential Grant (WCG) and the Tech Talent Investment Program (TTIP) were established to address workforce shortages. The WCG provides funding for short-term credentials, and the TTIP supports increased degree production in Computer Science as part of the Amazon H2Q agreement.

Section 3: Focus Areas for Potential Funding Recommendations

Staff continue to collect and refine information in the areas above. The below topical areas have emerged for consideration by Council:

A. Tuition and mandatory educational and general (E&G) fees

Tuition and E&G fees are those fees related to instruction and supported by the state. With the cost factors outlined below, staff will project the potential impact on tuition and E&G fees for in-state undergraduates and then compare that impact to the increases proposed in institutions’ six-year plans. Council may consider addressing these costs by institution or as an overall recommendation.

A.1. Inflation impacts on non-personal services: Non-personal services make up approximately 24% of an institution’s budget. SCHEV staff applied a projected annual inflation rate to calculate the increase of unavoidable costs in its 2024-26 budget recommendations last year. The latest economic update from the U.S. Bureau of Labor Statistics indicated that in July 2024, the Consumer Price Index (CPI) grew 2.9% from July 2023. Based on the Moody’s projection of CPI annual growth of 2.4% in FY 2025 and FY 2026, staff estimated the total required additional funding will be \$35.3 million to cover the cost increase in non-personal services in FY 2026.

A.2. Salary impacts: In the state’s cost-share model, the public institutions are expected to support a portion – roughly half – of salary increases. The state has authorized a 3% salary increase in FY 2026. While general fund support was provided in the FY 2026 budget, staff used the actual FY 2024 E&G expenditures to estimate the costs of the nongeneral fund share of the salary increase in FY 2026. As the nongeneral fund cost will be covered by tuition increases, there is an impact of tuition increases for in-state undergraduate students. Staff estimated the total cost of the nongeneral fund share of the FY 2026 salary increase will be \$158.3 million at the system level. With no new funding the average tuition increase for in-state undergraduate students could be

4% at the system level in FY 2026 with a variation between 3.5% and 9.8% among institutions.

A.3. Operation costs of new facilities: Last year, SCHEV estimated the costs of operations and maintenance of new facilities at \$8.7 million in the first year and \$13.5 million in the second year. The 2024 General Assembly did not provide specific funding for the state share of new facilities. Council could reaffirm the 2023 recommendation for this item, as institutions most likely will cover this cost through tuition increases.

- **Student financial assistance**

State financial aid is designed to make higher education more affordable and accessible to all students. When developing recommendations, staff considers projected cost increases to students, funding imbalances between institutions and any other indicators of student need. The lowering of students' unmet need is associated with improved retention and graduation rates.

B.1. State need-based financial aid:

(i) Primary undergraduate need-based financial aid: In January 2024, Council recommended \$33.9 million in the first year and \$39.9 million in the second year for need-based undergraduate aid. The 2024-26 biennial budget adds \$17 million and \$20 million. For the 2025 legislative session, Council could consider recommending the difference (\$19.9 million), or a higher amount, for FY 2026.

(ii) Workforce Credential Grant: The Workforce Credential Grant (branded as FastForward by the community colleges) has grown enrollments while maintaining completion and credentialing rates, thus triggering more performance payments. Based on analysis of FY 2024 performance and financial data, SCHEV staff suggests that Council consider recommending an increase of \$3,500,000 in FY 2026.

B.2. State non-need-based student assistance:

(i) Graduate financial assistance: In January 2024, Council recommended that graduate-student financial assistance increase by \$4 million in the first year and \$6 million in the second year. With increases of \$2 million and \$3 million approved for the biennium, Council could reaffirm its recommendation of a \$6 million increase for FY 2026 by requesting the additional \$3 million.

(ii) Tuition Assistance Grant (TAG): The TAG award is intended to make Virginia's private non-profit institutions a more affordable option for Virginians. The award increased by \$500 per year (from \$4,000 to \$5,000) during the 2022-24 biennium and, consistent with Council's recommendations, will increase to \$5,125 in FY 2025 and \$5,250 for FY 2026. Council can consider whether to recommend a further increase in the award for the 2025-26 award year. It is generally accepted that the fiscal pressures created by potentially lower enrollments due to the flawed launch of the new federal FAFSA will have a larger impact on institutions more reliant on tuition revenue, which describes many of the TAG-participating institutions.

(iii) Virginia Military Survivors and Dependent Education Program (VMSDEP): The VMSDEP stipend is awarded to dependents of qualifying veterans whose military service came at a high personal cost. The typical annual award has been a maximum of \$1,900. This program has experienced explosive growth over the past four years with increased growth rates in participation of 13.7%, 55.9%, 37.5%, and 40.1% between 2020-21 through 2023-24 and increase growth rates in awards of 9.8%, 31.5%, 66.3%, and 45.4% over the same four-year period. In the 2024 session of the General Assembly, appropriations for the program were increased by \$2 million each year for a total of \$9.7 million; however, program growth shows no signs of slowing. If the program continues to grow at similar rates, the program will require increased appropriations of \$650,000 in FY 2025 and \$4.3 million in FY 2026 to maintain award levels.

(iv) Space Grant and Sea Grant scholarships/fellowships/internships: The NASA-affiliated Virginia Space Grant Consortium (VSGC) provides scholarships and fellowships for STEM (Science, Technology, Engineering and Math) courses and programs, internships with NASA and industry, NASA summer academies, educator professional development, and STEM research. State funding for VSGC scholarships/fellowships has been at the \$170,000 level since 2005. Additional funding of \$130,000 would support an estimated 20-25 scholarships and fellowships per year. Another \$120,000 in additional funding would support an estimated 12-16 interns per year attending accredited institutions in Virginia for internships at NASA Centers.

The Virginia Sea Grant (VASG) is a partnership of seven Virginia institutions - George Mason University, Norfolk State University, Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Institute of Marine Sciences, and Virginia Tech - to identify solutions to marine and coastal challenges faced by the Commonwealth. The consortium is requesting \$584,095 in FY 2026 to enhance the activities of the VASG and fund an additional 5 post-graduate Commonwealth fellows. The program is currently not funded by state general fund, but these funds could be used as a match as they seek competitive federal funding.

- **Other programs**

(i) Mental Health Workforce Pilot: The 2022 General Assembly allotted funds for SCHEV to award grants that enable institutions to underwrite the salary and benefits of an onsite, licensed clinical social worker (LCSW) or licensed professional counselor (LPC) candidate for two years. In turn, the hosting universities hire, train and supervise the LCSW/LPC candidates over the two-year period to work at on-campus mental health care facilities until licensed. The pilot program seeks to address immediate student demand for services and long-term campus behavioral health workforce development. SCHEV staff's recent report on the program's progress indicates that the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. In its recommendations last year, Council recommended adding \$1 million to the program in the second year of the biennium. With \$1.5 million, the program can support a mental health workforce pilot program at each four-year public higher education institution.

(ii) Constructive Dialogue Institute (CDI): The Constructive Dialogue Institute (CDI) is a research-based organization that helps educational institutions improve the free exchange of ideas by providing tools and resources that demonstrably improve students' mindsets toward differences of opinions and perspectives. This initiative aligns with Governor Youngkin's North Star objective - Promote a Vibrant Campus Life - by "[protecting] free speech and inquiry as a hallmark of a Virginia education." SCHEV entered into a partnership with the CDI to offer online training program to students, faculty and staff at 12 Virginia public colleges and universities. With \$100,000, SCHEV can continue to support dialogue skills training for students, faculty and staff at Virginia's public colleges and universities.

D. SCHEV budget

(i). Funding to meet and enhance SCHEV capacity: Over time, the agency has continued to receive responsibilities and assignments beyond those already denoted in statute. As SCHEV's responsibilities have grown, the agency's operating budget from general fund sources has not grown in relationship to these responsibilities. By way of example, SCHEV has been requested to develop institution-specific "fact packs," visualizations of data in slide-deck format, to be incorporated into the six-year-planning process. Due to capacity issues, independent consultants have been contracted to assist with the manual process of loading the data, much of which is possessed by SCHEV, into the slideshow template. Council could recommend increasing staff capacity by adding positions to develop and distribute data visualization and communicate SCHEV data more broadly externally. Additional staff would cost \$145,000 for one position and \$290,000 for two positions.

(ii). Outstanding Faculty Awards: SCHEV administers the Outstanding Faculty Awards (OFA) program, which since the 1980s has been the Commonwealth's highest honor for faculty at its public and private colleges and universities. Since 2005, the awards have been sponsored by the Dominion Foundation. Due to concerns over funding beyond 2025, Council could consider recommending that the Commonwealth return to supporting this program with general funds, which it did until 2004. Annual funding for the program is \$115,000.

Section 4: Focus Areas for Potential Policy Considerations

The following are topics Council may wish to develop and may have a future budget impact.

A. Strategic Planning Alignment: Virginia's strategic plan – the Virginia Plan – is the foundation on which the direction and goals for Virginia higher education are established. This document is reviewed every six years, meanwhile institutions update their six-year plans every two years. While the Virginia Plan is a living document that is referred to often, more can be done to align the document with institutional six-year plans. The Council should insist on greater alignment across the various activities supporting the state's strategic plan, indicated by inclusion of strategic goals in the six-year plans, greater alignment of the six-year planning process and updates to support the strategic plan, while also developing better tools to support the process.

B. Institutional Performance Standards: Both the *Code of Virginia* and the state budget lay out the parameters of the Institutional Performance Standards (IPS). The current standards primarily apply to projection and fiscal factors used for future planning recommendations and impact a limited category of funding. Other forms of IPS addressing institutional performance results could be considered. Council could charge staff with conducting research on best practices and the Commonwealth's history in establishing performance standards, consider recommending changes to the current institutional performance standards, and/or create a separate set of performance standards for Virginia that serve a purpose broader than the current scope of the existing IPS measures.

C. Financial Assistance Reimagination: Since 2019, Virginia has reviewed the Commonwealth's primary need-based financial aid programs - the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program (VGAP) – multiple times with SCHEV and the Joint Legislative Audit and Review Commission (JLARC) each adopting recommendations to reform and merge these two programs. Staff recommends that action on these recommendations be further delayed considering the burdens already placed on the institution financial aid offices who are still adjusting to major changes in the federal FAFSA form. This may provide opportunity to take a more comprehensive review of state financial assistance programs, including exploration in how to partner with private businesses and organizations in the support of student affordability and workforce outcomes.

D. Program Flexibility: A growing number of higher education professionals have advocated for more flexible approaches to undergraduate education, including proposals such as three-year bachelor's degree programs, alternative degree, credential, and non-degree programs, skills-focused workforce credentials, and other forms of postsecondary education. Federal policy has permitted the use of federal financial aid for some of these programs, and some states have begun exploring these options, but progress typically depends on a combination of state policy, accreditation, and institutional adaptation. Council might recommend that Virginia examine and support changes in policy and legislation that would support flexible degree and credential offerings.

Section 5: Other topics currently under state review

Council should be aware of topics currently under study or review as there may be opportunity for Council endorsement or recommendations at the appropriate time.

A. Virginia Military Survivors and Dependents Education Program (VMSDEP): The 2024 session of the General Assembly initially proposed program reform for VMSDEP tuition waivers. Following retraction of the new requirements in July, JLARC was tasked with a study of the program. Once the results of this study are released, it is anticipated that there will be activity within the state to consider how the Commonwealth should address the growth and costs of the program into the future. Staff will provide assistance when requested and keep Council informed of progress.

B. Cost study alignment: In July 2022, SCHEV published a [Cost and Funding Needs Study](#). The report represented a broad consensus among stakeholders for a framework

to measure costs, but its publication failed to produce an operational model. Council might recommend that the Commonwealth build on this framework to produce a working model for the next budget cycle, including an evaluation of the current “base adequacy formula, pending the outcomes of a study on institutional efficiency and effectiveness being conducted by JLARC and a legislative joint subcommittee on higher education funding policies set to review and improve funding models beginning in December.

C. Campus food insecurity: At the direction of the 2024 General Assembly, SCHEV staff is completing a report of food insecurity at Virginia institutions that may result in legislative and budget recommendations. The report is due to the General Assembly by November 1, 2024.

D. Disability accommodations on campus: The 2024 General Assembly ([SB 21](#)) charged SCHEV to: (i) study the processes by which each public institution of higher education determines the eligibility for accommodations of an admitted or enrolled student with a temporary or permanent disability, (ii) identify in such processes any potential barriers to establishing eligibility; and (iii) make recommendations on reducing any such barriers and on the development and establishment of a uniform accommodations eligibility determination in the Commonwealth. This report is due October 1, 2024.

E. Campus safety: Council recognizes the need to ensure that students, faculty and staff are safe on the Commonwealth’s campuses and to support requests deemed likely to improve campus safety. A new statute requires public institutions to develop and implement policies for requiring that a campus-safety and emergency-preparedness training program be provided to and completed by all first-year students. The legislation’s fiscal impact statement noted that “costs vary per institution and include but are not limited to additional administrative staff support to track and verify completion of the training.” Once these policies are developed, Council could recommend funding to support these programs or to address campus safety more broadly.

APPENDIX: Summary of the 2024-26 Biennial Budget for Higher Education

A. Operational Budget

Major systemwide institutional operating budget items (general fund):

- Provides \$102.7 million per year for affordable access and degree production to support institutional operations, to minimize in-state undergraduate tuition increases, to improve retention and graduation and increase degree production in high demand programs.
- Provides additional undergraduate financial aid -- \$17 million in FY 2025 and \$20 million in FY 2026.
- Provides additional graduate-student assistance -- \$2 million in FY 2025 and \$3 million in FY 2026.
- Changes the Governor's proposed funding of \$100 million in FY 2025 for a new biotechnology, life sciences and pharmaceutical manufacturing network by providing \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between the Virginia Innovative Partnership Authority (VIPA) and four public universities – UVa, Virginia Tech, VCU and ODU.
- \$3.2 million per year to increase interest earnings and credit card rebates, which are allocated to institutions based on institutional performance standards.
- Increased funding for the Department of Health's Earn to Learn Nursing Education Acceleration Program: \$4 million per year for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification.
- Increases salaries by 3% each year for all state employees, including adjunct faculty and graduate assistants.

Major items in the SCHEV budget (general fund)

- Increases funding by \$2 million per year for the Virginia Military Survivors and Dependent Education Program (VMSDEP) Stipend.
- Provides \$20 million per year to offset the cost of tuition-waiver programs (including VMSDEP). In a July special session, the General Assembly provided an additional \$45 million per year using unused funds from FY 2024.
- Increases funding for the Workforce Credential Grant program, \$3.9 million in FY 2025 and \$5.25 million in FY 2026, reflecting Council's recommendations.
- Increases funding to support Virtual Library of Virginia (VIVA) collections: \$325,000 in FY 2025 and \$650,000 in FY 2026. The funding is provided to address unavoidable cost increases to maintain access to online databases and journals.
- Increases funding for the Innovative Internship Program and Fund by \$2.5 million in FY 2026.
- Reduces the Two-year College Transfer Grant program: (\$800,000) in FY 2025 and (\$600,000) in FY 2026.
- Eliminates funding for the Online Virginia Network (\$4 million per year).
- Transfers the appropriation for the Grow Your Own Teacher Program from SCHEV to the Virginia Department of Education.

B. Capital Outlay

Maintenance Reserve: Shifted half of the Governor’s FY 2025 funding over two years plus increased a little more to enhance budget continuity by spreading the funding allocation for maintenance reserve to each year of the biennium.

C. Institutional Performance Standards

Authorizes SCHEV to transition the certification of Institutional Performance Standards (IPS) from an annual to a biennial process. This change reflects the biennial cycle of enrollment and degree projections. Such was an option offered by staff to Council at its September 2023 meeting to improve the IPS process.

GENERAL FUND APPROPRIATIONS TO HIGHER EDUCATION IN THE 2024-26 BIENNIAL BUDGET

Item	Appropriation and/or Action
<i>Systemwide Institutional Funding</i>	
Affordable access, retention and degree production	\$102.7 million per year with specific institutional amount to support institutional operations to minimize in-state undergraduate tuition increases, improve retention and graduation and increase degree production in high demand programs. In addition, institutions may use funds to address cybersecurity, campus safety and operations and maintenance issues.
Undergraduate financial aid	\$17 million in FY 2025 and \$20 million in FY 2026 to provide additional support for undergraduate need-based financial aid.
Graduate aid	\$2 million in FY 2025 and \$3 million in FY 2026 for graduate financial aid.
Research	Provided \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between Virginia Innovative Partnership Authority (VIPA) with four Virginia institutions (University of Virginia, Virginia Tech, Virginia Commonwealth University, and Old Dominion University). Each institution shall enter an MOU with VIPA and is required to perform with specific numbers of researchers, expected research time, due dates, and deliverables.
Higher education credit card rebates and interest earnings	\$3.2 million per year to increase the current appropriations for higher education credit card rebates and interest earnings. Credit card rebates and interest earnings are being level funded at the 2023 actual levels.
Salary increase	3% salary increase per year for all state employees including adjunct faculty and graduate assistant; effective June 10, 2024, and June 10, 2025.
Higher Education Equipment	Provided additional allocations to support: <ul style="list-style-type: none"> • the equipment needs of institutions involved in the Bioscience Research initiative.

Trust Fund (HEETF)	<ul style="list-style-type: none"> ○ UVA \$7.5 million per year for the Manning Institute; ○ VCU \$3 million in FY 2025 and \$2 million in FY 2026 for the Medicines for All Institute; ○ VT \$4 million in FY 2026 for the Patient Research Center. <ul style="list-style-type: none"> ● equipment replacement in the Welding Lab at Southern Virginia Higher Education Center, \$500,000 in FY 2025.
<i>Brown v Board of Education</i> Scholarship Committee	\$1 million each year to fund scholarship program designed to address descendants of those denied an education in the public schools of Virginia between 1954 and 1964.
Commission to Study the History of the Uprooting of Black Communities by Public Insts.	\$28,760 each year to study: (i) whether any public institution acquired property owned by any individual or entity within the boundaries of a community in which a majority of the residents are Black in order to establish or expand the institution's campus and (ii) whether and what form of compensation or relief would be appropriate.
<i>Institution-Specific Funding</i>	
NSU	\$50,000 per year for Senator Yvonne B. Miller Internship Program.
UVA	(\$110,583) per year to transfer funds supporting Cardinal Education centralized services to Southern Virginia Higher Education Center.
UVA-W	Continued the institution's authority to suspend the transfer of the recovery of the full indirect cost of auxiliary enterprise programs to the educational and general program.
VCU	<ul style="list-style-type: none"> ● \$1.5 million per year for Wilder School of Government. ● \$475,000 per year for Transfer Sonographer Program from VCCS. ● \$2.75 million per year for Pauley Heart Center.
VCCS	<ul style="list-style-type: none"> ● \$50,000 per year for Health Science and Technology Education Expansion ● Moved (\$475,000) for Transfer Sonographer Program to VCU.
VSU extension	\$1.8 million per year to increase funding for state match of federal funds.
EVMS (Eastern Va Medical School)	\$21 million in FY 2025 and \$16 million in FY 2026 to support for ongoing operations of the Eastern Virginia Health Sciences Center (EVHSC) at Old Dominion University. One-time funding in FY 2025 supports costs associated with the merger of EVMS and ODU. Total additional support for EVHSC is \$35 million in FY 2025 and \$30 million in FY 2026 and future years.
OVAN (Online Va Network Authority)	(\$4 million) per year to remove funding for this program.
IALR (Institute for Advanced	Increased operating support, \$715,000 in FY 2025 and \$920,000 in FY 2026.

Learning and Research)	
RHEC (Roanoke Higher Ed Center)	Increased operating support, \$359,000 in FY 2025 and \$441,000 in FY 2026.
SVHEC (Southern Va Higher Ed Center)	Increased operating support, \$150,000 per year.
SWHEC (Southwest Va Higher Ed Center)	Increased operating support, \$100,000 per year.
Dept of Health nursing accelerator program	\$4 million per year to support the Earn to Learn Nursing Education Acceleration Program for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification.
SCHEV Budget	
Va Military Survivors and Dependents Education Program (VMSDEP) - Stipend	\$2 million per year to provide additional funding to maintain the VMSDEP stipend at the full amount for qualifying students based on a projected increase in the number of eligible students.
Va Military Survivors and Dependents Education Program (VMSDEP) – Program cost offset	\$20 million per year to offset cost of waiver programs under § 23.1, Chapter 6, <i>Code of Virginia</i> . An additional \$45 million in FY 2024 surplus added to each year for a combined total of \$65 million in FY 2025 and FY 2026.
Virtual Library of Virginia (VIVA)	\$325,000 in FY 2025 and \$650,000 in FY 2026 for unavoidable cost increases to maintain access to online databases and journals.
New Economy Workforce Credential Grant (WCG)	\$3.9 million in FY 2025 and \$5.3 in FY 2026 to provide additional funding to support the increasing demand for this program.
Va Innovative Internship Program and Fund (VTOP)	Maintained funding for FY 2025 and increased funding by \$2.5 million in FY 2026. In addition, program language is modified to reflect the goals of the next phase of this initiative.
Grow Your Own Teacher	(\$340,000) per year to transfer appropriation for the Grow Your Own Teacher and a program to assist public school teachers

grant; support for dual enrollment credential ed	taking college courses to be credentialed to teach dual-enrollment high school courses from SCHEV to the Department of Education.
Fund for Excellence & Innovation (FFEI)	Increased funding by \$25,000 in each year, to \$250,000 in each year.
Two Year College Transfer Grant	(\$600,000) in the second year.
Language	
Va Tuition Assistance Grant (TAG)	<ul style="list-style-type: none"> Extended application deadlines for the TAG program. Added language to permit eligible institutions to create an online process with SCHEV's consultation. Restored the legislative policy regarding online awards.
State financial aid policies to address the <i>Free Application for Federal Student Aid (FAFSA) Simplification Act</i>	Amended existing language for policies regarding financial aid to address changes resulting from implementation of the federal <i>FAFSA Simplification Act</i> , which introduces new terminology, need calculations, and reduced requirements. Changes include addressing potential negative student aid index (SAI) calculations; authorizing consideration of continued aid for students currently receiving financial assistance based on expected family contribution (EFC); and technical provisions regarding the change from EFC to SAI.
Student Food Insecurity	Required SCHEV to review the status of programs that address food insecurity at public institutions of higher education and report its findings by November 1, 2024.
Financial Aid Policy – Use state aid for emergency assistance	<ul style="list-style-type: none"> Clarified state financial aid policy regarding the use of state aid for emergency assistance. Defined an eligible private non-profit institution participating in state financial aid. Provided authority for institutions to use up to 1 percent of financial aid appropriations for emergency assistance.
Finance Aid Policy – Waiver Programs	Set the methodology for calculating tuition and fee waivers under § 23.1, Chapter 6, including VMSDEP: (i) undergraduate only; (ii) domiciled only; (iii) limited to four years; (iv) must file the FAFSA; (v) make last dollar by first assigning all state and federal aid and a portion of other aid; and (vi) applied to all new students beginning July 1, 2024, returning students July 1, 2025. This provision is anticipated to have been repealed during the July 18 special session.
NSU Unfunded	Provided authority to utilize unfunded scholarships to merit students without consideration of need as means for the University

Scholarship Authority	to attract, enroll, and retain the most qualified students regardless of their financial condition.
VSU	Authorized the Governor to expend additional amounts as necessary to support costs associated with the Presidential Debate hosted by Virginia State University in October 2024.
EVMS Employee Definition	Defined residents and fellows employed by Eastern Virginia Health Sciences Center as state employees, as defined by § 2.2-2818.
VCCS G3 Eligibility	Added eligibility for five programs in high-demand fields for the G3 program: (i) Cooking and Related Culinary Arts, General; (ii) Elementary Education and Teaching; (iii) Secondary Education and Teaching; (iv) Engineering, General; and (v) Hospitality Administration / Management, General
Institutional Performance Standards	Transitioned SCHEV certification of Institutional Performance Standards from annual to biennial, reflecting biennial cycle of enrollment and degree projections.
Level II Authority (<i>Restructuring Act</i>)	Authorized VSU, for a period of five years, to exercise additional financial and administrative authority as set out in each of the two functional areas of information technology and procurement as set forth and subject to all conditions in §§ 2.0 and 3.0 of the second enactment of Chapters 824 and 829 of the <i>Acts of Assembly of 2008</i> , except that any effective dates contained in those Chapters are superseded by the provisions of this item
VLDS (Virginia Longitudinal Data System)	Provided \$1 million in the first year to the Virginia Office of Education Economics (VOEE) to accomplish the tasks set forth in HB1083, which would move the VLDS from SCHEV to VOEE.

Table 1 Additional General Fund for Institutions in 2024-26 Biennium

Item	Restore Chapter 1 Affordable Access		Repurpose Proposed New Initiative	Affordable Access & Degree Production		Institution-specific		Transfer Undergraduate Financial Aid from SCHEV		Undergraduate Financial Aid		Graduate Financial Aid		Total	
	FY 2025	FY 2026		FY 2025	FY 2026	FY 2025	FY 2026			FY 2025	FY 2026	FY 2025	FY 2026	FY 2025	FY 2026
	Inst														
CNU	\$2,383,000	\$2,383,000	\$0	\$2,750,000	\$2,750,000					\$449,880	\$439,830	\$2,500	\$2,500	\$5,585,380	\$5,575,330
GMU	\$8,012,000	\$8,012,000	\$0	\$11,500,000	\$11,500,000					\$2,484,100	\$2,645,980	\$462,500	\$685,000	\$22,458,600	\$22,842,980
JMU	\$4,724,000	\$4,724,000	\$0	\$6,000,000	\$6,000,000					\$974,480	\$1,290,470	\$47,500	\$72,500	\$11,745,980	\$12,086,970
LU	\$2,453,000	\$2,453,000	\$0	\$2,500,000	\$2,500,000					\$447,370	\$467,850	\$5,000	\$10,000	\$5,405,370	\$5,430,850
NSU	\$1,598,000	\$1,598,000	\$0	\$10,000,000	\$10,000,000	\$50,000	\$50,000	\$1,250,000	\$1,250,000	\$928,340	\$982,240	\$15,000	\$25,000	\$13,841,340	\$13,905,240
ODU	\$7,477,000	\$7,477,000	\$0	\$9,500,000	\$9,500,000					\$2,047,260	\$2,847,140	\$212,500	\$317,500	\$19,236,760	\$20,141,640
RU	\$2,897,000	\$2,897,000	\$0	\$3,500,000	\$3,500,000					\$983,010	\$812,610	\$57,500	\$87,500	\$7,437,510	\$7,297,110
UMW	\$2,106,000	\$2,106,000	\$0	\$2,500,000	\$2,500,000					\$281,360	\$312,240	\$2,500	\$2,500	\$4,889,860	\$4,920,740
UVA	\$4,045,000	\$4,045,000	\$0	\$8,459,500	\$8,459,500	(\$110,583)	(\$110,583)			\$364,620	\$416,810	\$322,500	\$475,000	\$13,081,037	\$13,285,727
UVAW	\$501,000	\$501,000	\$0	\$1,000,000	\$1,000,000					\$234,220	\$187,640			\$1,735,220	\$1,688,640
VCU	\$10,394,000	\$10,394,000	\$0	\$11,250,000	\$11,250,000	\$4,725,000	\$4,725,000			\$2,524,720	\$2,820,120	\$340,000	\$502,500	\$29,233,720	\$29,691,620
VMI	\$832,000	\$832,000	\$0	\$1,250,000	\$1,250,000					\$83,250	\$87,070			\$2,165,250	\$2,169,070
VSU	\$1,491,000	\$1,491,000	\$0	\$10,000,000	\$10,000,000			\$1,250,000	\$1,250,000	\$718,200	\$837,630	\$5,000	\$10,000	\$13,464,200	\$13,588,630
VT	\$9,205,000	\$9,205,000	\$0	\$9,000,000	\$9,000,000					\$1,295,960	\$1,782,340	\$482,500	\$720,000	\$19,983,460	\$20,707,340
W&M	\$1,873,000	\$1,873,000	\$0	\$2,750,000	\$2,750,000					\$260,300	\$221,170	\$32,500	\$65,000	\$4,915,800	\$4,909,170
RBC	\$373,000	\$373,000	\$0	\$750,000	\$750,000					\$73,730	\$68,550			\$1,196,730	\$1,191,550
VCCS	\$14,636,000	\$14,636,000	\$0	\$10,000,000	\$10,000,000	(\$4,325,000)	(\$4,325,000)			\$2,849,200	\$3,780,310			\$23,160,200	\$24,091,310
Maintain Affordable Access	(\$75,000,000)	(\$75,000,000)												(\$75,000,000)	(\$75,000,000)
Interest Earnings						\$3,236,002	\$3,236,002							\$3,236,002	\$3,236,002
Inst Total	\$0	\$0	\$0	\$102,709,500	\$102,709,500	\$3,575,419	\$3,575,419	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$1,987,500	\$2,975,000	\$127,772,419	\$131,759,919
VIMS						\$0	\$0					\$12,500	\$25,000	\$12,500	\$25,000
VSU ext						\$1,786,289	\$1,786,289							\$1,786,289	\$1,786,289
EVMS						\$21,000,000	\$16,000,000							\$21,000,000	\$16,000,000
NCI							\$3,101,809							\$0	\$3,101,809
OVAN						(\$4,000,000)	(\$4,000,000)							(\$4,000,000)	(\$4,000,000)
IALR						\$715,000	\$920,000							\$715,000	\$920,000
RHEC						\$359,000	\$441,000							\$359,000	\$441,000
SVHEC						\$150,000	\$150,000							\$150,000	\$150,000
SWVHEC						\$100,000	\$100,000							\$100,000	\$100,000
DOH nursing accelerate pgm						\$4,000,000	\$4,000,000							\$4,000,000	\$4,000,000
Affiliates Total	\$0	\$0	\$0	\$0	\$0	\$24,110,289	\$22,499,098	\$0	\$0	\$0	\$0	\$12,500	\$25,000	\$24,122,789	\$22,524,098
Grand Total	\$0	\$0	\$0	\$102,709,500	\$102,709,500	\$27,685,708	\$26,074,517	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$2,000,000	\$3,000,000	\$151,895,208	\$154,284,017

Table 2 General Fund Increase by Year in 2024-26 over FY 2024 E&G Programs

Inst	FY 2024*	FY 2025	% Increase over FY 2024	FY 2026	% Increase over FY 2024
CNU	\$46,967,571	\$2,750,000	5.9%	\$2,750,000	5.9%
GMU	\$214,795,587	\$11,500,000	5.4%	\$11,500,000	5.4%
JMU	\$136,812,777	\$6,000,000	4.4%	\$6,000,000	4.4%
LU	\$42,113,930	\$2,500,000	5.9%	\$2,500,000	5.9%
NSU	\$80,222,732	\$10,050,000	12.5%	\$10,050,000	12.5%
ODU	\$179,269,305	\$9,500,000	5.3%	\$9,500,000	5.3%
RU	\$82,480,662	\$3,500,000	4.2%	\$3,500,000	4.2%
UMW	\$41,975,855	\$2,500,000	6.0%	\$2,500,000	6.0%
UVA	\$170,449,211	\$8,348,917	4.9%	\$8,348,917	4.9%
UVAW	\$28,199,324	\$1,000,000	3.5%	\$1,000,000	3.5%
VCU	\$252,467,283	\$15,975,000	6.3%	\$15,975,000	6.3%
VMI	\$21,101,276	\$1,250,000	5.9%	\$1,250,000	5.9%
VSU	\$64,604,140	\$10,000,000	15.5%	\$10,000,000	15.5%
VT	\$232,895,326	\$9,000,000	3.9%	\$9,000,000	3.9%
W&M	\$65,405,685	\$2,750,000	4.2%	\$2,750,000	4.2%
RBC	\$13,201,706	\$750,000	5.7%	\$750,000	5.7%
VCCS	\$514,882,202	\$5,675,000	1.1%	\$5,675,000	1.1%
Total	\$2,187,844,572	\$103,048,917	4.7%	\$103,048,917	4.7%

Note: *includes FY 2024 E&G general fund appropriations, TTIP, Chapter 1 affordable access, and nursing program funding

Table 3 General Fund Increases in SCHEV Budget in 2024-2026 Biennium over FY 2024

Item	FY 2024	FY 2025	% Increase	FY 2026	% Increase
Transfer Financial Aid to HBCUs	\$2,500,000	(\$2,500,000)	-100%	(\$2,500,000)	-100%
Increase VTAG Award	\$100,325,881	\$2,000,000	2%	\$2,000,000	2%
VMSDEP - Stipend	\$7,680,000	\$2,000,000	26%	\$2,000,000	26%
Financial Aid and Waiver Programs		\$20,000,000	100%	\$20,000,000	100%
WCG	\$18,500,000	\$3,950,000	21%	\$5,250,000	28%
VTOP	\$12,000,000	\$0	0%	\$2,500,000	21%
VIVA	\$10,962,363	\$325,000	3%	\$625,000	6%
Transfer Grow Your Own Teacher and support for dual enrollment credential education to DOE	\$340,000	(\$340,000)	-100%	(\$340,000)	-100%
College Transfer Grant	\$3,885,256			\$200,000	5%
VWIL Program	\$307,899	\$65,000	21%	\$65,000	21%
Total	\$156,501,399	\$25,500,000	16%	\$29,800,000	19%

State Council of Higher Education for Virginia Agenda Item

Item: V.G. – Update on Statewide Strategic Plan Priority Initiatives

Date of Meeting: September 17, 2024

Presenter: Emily Salmon
Assistant Director of Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date: October 24, 2023

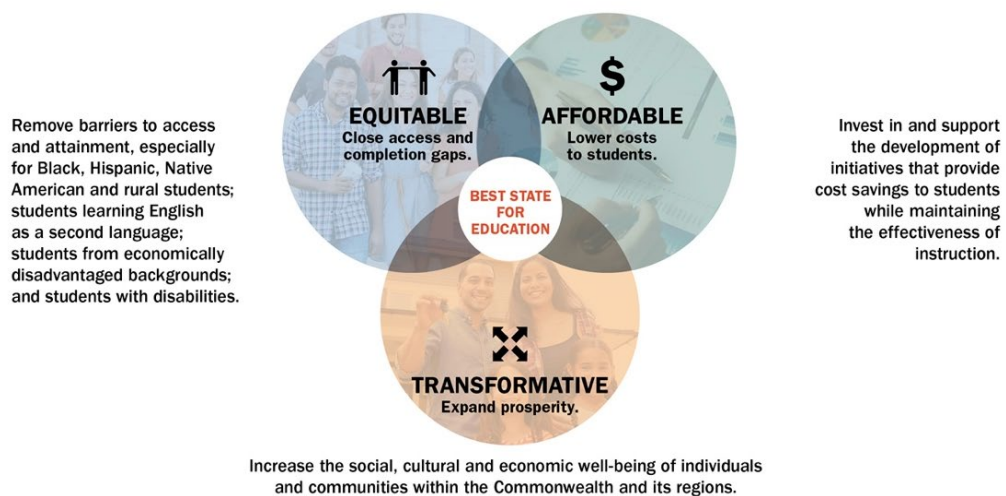
Review: Council endorsed priority initiatives for the biennium.

Purpose of the Agenda Item:

Throughout 2024, Council has received updates from staff on specific priority initiatives. The purpose of this item is to provide a comprehensive update on the ten priority initiatives Council endorsed in October 2023.

Background Information/Summary of Major Elements:

In January 2021, Council approved *Pathways to Opportunity: The Virginia Plan for Higher Education*, which creates the framework for statewide action for up to six years.



The plan defines the vision, overarching attainment objective, goals (three) and strategies (ten) that guide statewide efforts. The ten strategies encompass broad

methods to achieve the goals; however, given their generality, the strategies are not actionable in and of themselves.

To address the strategies' generalities and to show good-faith effort from Council and its staff, Council acted in October 2023 to approve ten priority initiatives that represent actions that SCHEV will take in the short term (fall 2023-2025) in support of the plan's strategies and goals. Those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to catalyze those actions.

The table provided on the pages that follow summarizes the approved list of 2023-2025 priority initiatives, actions taken to implement the initiatives as well as the relationship of the priority initiatives to the goals and strategies of the statewide strategic plan.

Materials Provided:

Table of Current (October 2023 Endorsed) Pathways to Opportunity Plan Initiatives and Supporting Actions.

Financial Impact: N/A

Relationship to the Goals of *The Virginia Plan for Higher Education*:

Council's priority initiatives reflect broad themes from the strategic planning process and include specific (short-term) actions approved by Council to implement the plan's 10 strategies and achieve its three goals.

Timetable for Further Review/Action: N/A

Goal 1 – Equitable: Close Access and Completion Gaps		
Plan Strategy	Plan Biennial Initiative	Updated actions to implement initiative
<p>S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p>I.1: Promote Access to Postsecondary Education: Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via <u>GEAR UP</u>), to improve awareness and access to a variety of postsecondary education opportunities for Virginia's low-income and underserved students.</p>	<p>1. Level Up Virginia: Launched the LevelUpVirginia.org (student-and-family-facing) website, highlighting multiple postsecondary pathways, connecting students and families to local college access advisors and providing a calendar of college-going events.</p> <p>Created an active social media presence and distributed a quarterly newsletter for both Level Up Virginia (statewide initiative) and GEAR UP Virginia (focused on a cohort of students in 12 high-need school divisions).</p> <p>2. SCHEV/VDOE Access Strategic Plan: Partnered with VDOE staff to host a series of financial aid webinars; mailed 29,000 FAFSA-reminder postcards to low-income families; launched a Virginia FAFSA chatbot; shared FAFSA public service announcements with 60 radio stations; implemented a second year of middle school campus visits (bringing approximately 4,000 middle schoolers from low-income communities onto college; campuses); and awarded a \$181,575 AmeriCorps planning grant, partnering with University of Virginia to study the feasibility of a statewide college advising corps.</p> <p>The GEAR UP Virginia grant served 5,609 students, now in grades 10 through 12, offering tutoring, job site visits, campus visits, financial aid counseling, best match and fit advising, summer camps and family events.</p>
<p>S2: Advance digital access, adoption and literacy as well as high quality, effective remote-learning programs.</p>	<p>I.2: Support Online Virginia Network (OVN) Market Survey: Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.</p>	<p>1. OVN/VCU outreach survey and analysis: Completed by the Survey and Evaluation Research Laboratory at the Wilder School of VCU.</p> <p>A total of 243 former Virginia college students that have not completed a degree responded and the full report was forwarded to OVN for their consideration and action.</p>

<p>S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.</p>	<p>I.3: Develop Resources for Mental Health and Disabilities Supports: Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.</p>	<ol style="list-style-type: none"> 1. SCHEV Mental Health Pilot: Prepared Annual Report for the General Assembly outlining impacts of the Round one Higher Education Mental Health Workforce Pilot Program during its first year (of two years). The report indicates the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. With additional funds from the General Assembly in FY25 and FY 26, issued a Round two Call for Proposals and selected five pilot programs to receive Round two grant funds. 2. SCHEV/Virginia Mental Health Access Program Collaborative Training: Partnered to provide two training webinar(s) to on-campus healthcare professionals to diagnose, treat and manage common mental health disorders: ADHD (January 2024) and Depression/Suicide Risk (May 2024). More than sixty on-campus healthcare professionals attended each webinar for continuing medical education credits. 3. Disabilities Access to Higher Education Action Plan: The Disabilities Access to Higher Education Advisory Committee developed a “Best Practice Guidelines for Accommodation Practices” for institutions to use. Staff formed a work group of experts to conduct the study on determining eligibility for accommodations as directed by SB21/HB509. The report will be submitted to the General Assembly by October 1.
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Goal 2 – Affordable: Lower Costs to Students		
Plan Strategy	Plan Biennial Initiative	Updated actions to implement initiative
<p>S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.</p>	<p>I.4: Establish consensus on higher education cost and funding needs: Build consensus around higher education cost and funding needs in accordance with work done last year (SB800 2023 budget amendment).</p>	<p>1. Technical assistance: In July 2022, SCHEV published a Cost and Funding Needs Study. The report represented a broad consensus among stakeholders for a framework to measure costs, but its publication failed to produce an operational model.</p> <p>Council might recommend that the Commonwealth build on this framework to produce a working model for the next budget cycle, including an evaluation of the current “base adequacy formula,” pending the outcomes of a study on institutional efficiency and effectiveness being conducted by the Joint Legislative Audit and Review Commission (JLARC) and a legislative joint subcommittee on higher education funding policies set to review and improve funding models beginning in December.</p>
<p>S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p>I.5: Establish Pathway Maps as a means to lower the cost to students by ensuring a smooth transition from two-year to four-year institutions: Create system-wide course equivalencies and complete pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.</p>	<p>1. Common curriculum: Completed work on common curriculum development of 28 disciplines through collaboration between SCHEV, the VCCS, as well as two- and four-year faculty and staff across the state.</p> <p>There are two remaining curricula slated to be completed over the next academic year. Additionally, the three-year review process for the first phase disciplines will commence this fall.</p> <p>2. Pathways maps and transfer guides: Development of student facing transfer guides from completed pathway maps for each disciplinary major continues to grow with approximately 350 transfer guides created and upwards of 100 guides being developed each semester. These strengthen the pathway to the baccalaureate and are made publicly available via the Transfer Virginia portal.</p>
<p>S6: Update and reform funding models and policies to improve equity, affirm return on</p>	<p>I.6: Report on student choices and outcomes to ensure commitment to completion and student success: Produce report on public and private</p>	<p>1. Biennial postsecondary education outcomes report: The first version of this report in is the planning stages to be completed late in the spring 2025.</p>

<p>investment and encourage increased and consistent levels of state funding.</p>	<p>postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual's decision to pursue/not pursue higher education.</p>	<p>2. Assessment of college-decision making among high school students: SCHEV contracted with ODU's Social Science Research Center to survey 631 high school seniors on their decision-making process to pursue or not pursue higher education.</p> <p>Key takeaways are: 1) Results for VA resemble those from national/other studies, 2) Most frequent reasons for not going to college include cost, perceived value/return on investment, perceived necessity/utility of a college degree, and not enjoying school and 3) Sources of information and messaging may be different for college-bound vs. non-college bound students</p>
<p>S7: Foster program and administrative innovations that enhance quality promote collaboration and improve efficiency.</p>	<p>I.7: Automate Database for Private Postsecondary Education: Automate database to improve reliability and increase productivity in regulation of private postsecondary education.</p>	<p>1. New database development: The selected vendor is currently working through the Virginia Information Technology Agency (VITA) Enterprise Cloud Oversight (ECOS) requirements before SCHEV can sign a contract.</p> <p>2. Centralized “system of record”: This activity requires the development of the database.</p>

Goal 3 – Transformative: Expand Prosperity		
Plan Strategy	Plan Biennial Initiative	Updated actions to implement initiative
<p>S8: Support experiences that improve students' employment outcomes, income and community engagement and.</p>	<p>I.8: Scale Virginia Talent + Opportunity Partnership (V-TOP): Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.</p>	<ol style="list-style-type: none"> 1. Statewide staffing agency: V-TOP engaged 149 small to midsize employers in fiscal year 2024. Eighty-three students were placed in an internship during the inaugural phase of the program. 2. Employer Matching Funds: V-TOP provided over \$50,000 in wage fund matches to small to midsize employers, supporting 83 students in the program at an average rate of \$16 per hour. 3. Academic Data Governance Workgroup: Achieved three major outcomes: they compiled data reflecting three academic years from 2019 to 2022; provided guidance on categorizing credit-bearing internships to ensure consistency in reporting practices; and established a framework of definitions and standards for work-based learning terminology. This work is the foundation for evaluating student internship experiences across the state.
<p>S9: Improve the alignment between post-secondary academic programs and labor market outcomes</p>	<p>I.9: Establish Criteria for High Demand Jobs: In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.</p>	<ol style="list-style-type: none"> 1. Define “urgent labor market needs:” SCHEV and VOEE are collaborating on a “Degree Program Alignment Report” that will identify labor market needs in Virginia for any identified potential degree program. Current anticipated timeline for release of the report is 4/1/2025. 2. Incentive Development: Awaiting outcomes of JLARC report on the efficiency of the higher education system and Academic Affairs Committee discussions on academic program evaluation priorities. 3. Develop Teacher Preparation Degree Programs: Round one, 2023-24, resulted in approval of 12 new education licensure degree programs for four institutions. Round two will run in 2024-25 and culminate in approval of new degree programs at Council’s March 2025 meeting.

<p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming</p>	<p>I.10: Foster activities and partnerships that improve students' civic knowledge and their ability to contribute effectively to civic life.</p>	<p>1. Implementation strategies: Fourteen institutions have signed on as members of the 2024-25 SCHEV-Constructive Dialogue Institute (CDI) cohort (all twelve from 2023-24, plus two new ones).</p> <p>Implementation has begun at several institutions that have incorporated CDI's <i>Perspectives</i> program into their orientation programming for new students.</p> <p>2. Community of practice: Staff led a faculty learning community in Spring 2024 on "Integrating Dialogue Skills into Classroom Teaching," which included approximately a dozen faculty members from two- and four-year institutions.</p> <p>Additionally, SCHEV is in regular communication with CDI staff and will coordinate a meeting of Virginia cohort representatives early in the fall.</p> <p>3. Day of Dialogue events: Completion of May 30 Day of Dialogue at Virginia Tech. Currently working with VMI and the College Debates & Discourse Alliance to offer another day-long program for Virginia educators on September 13, 2024, specifically on how to build a campus debate program using the non-competitive Braver Angels debate model.</p> <p>4. Presentations/ongoing discussions on this topic: March 2024 presentation to Council about an initiative underway at Radford University to assess the civic awareness of incoming students so that university faculty and staff can design civic learning experiences that better meet students' needs.</p>
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State Council of Higher Education for Virginia Agenda Item

Item: V.H – Council – Report of the Agency Director

Date of Meeting: September 17, 2024

Presenter: A. Scott Fleming
Director
scottfleming@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Director's Report.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of *The Virginia Plan for Higher Education*: N/A

Resolution: N/A

**Director's Report
State Council of Higher Education
September 17, 2024**

Virginia Intern Day: On July 25, the Commonwealth observed its third Virginia Intern Day, as [proclaimed by Governor Youngkin](#), to recognize student interns and their employers. Activities included a celebration with over 100 students at the John Marshall Hotel in Richmond, at which remarks were provided by various state officials, including Deputy Secretary Nicholas Kent, Virginia Works Commissioner Carrie Roth, and myself.

Mental Health Workforce Pilot Grants: In August, SCHEV announced the recipients of the second round of grants from the Mental Health Workforce Pilot program. Five public universities – Christopher Newport, George Mason, James Madison, Longwood, and Radford – were each awarded a grant of about \$100,000 for each of two years to underwrite the salary and benefits of a candidate for licensure as a clinical social worker or professional counselor, who the institution will hire, train, and supervise to work at a campus mental-health facility until licensed. Via this program, mental health services for students are expanded, while the pipeline of campus mental health workers is increased. Per the appropriation language, the Virginia Health Care Foundation assisted staff with review of the proposals, of which nine had been received in July.

“Op-Six” Meeting: On August 26, the “Op-Six” group (Education Secretary; Finance Secretary; DPB Director; SCHEV Director; HAC Staff Director; and SFAC Staff Director) met at SCHEV to discuss the updates or affirmations that the public institutions made over the summer to the six-year operating plans their boards approved in Fall 2023. Discussion centered on planned tuition increases; budget requests; enrollment; and related topics. Members also discussed potential changes to the Tech Talent Investment Program (TTIP) and reviewed [a prototype of an online data dashboard](#) developed by SCHEV staff to formalize the “fact packs” (institution-specific metrics) introduced by a consultant in 2023, and which proved difficult to update in 2024. Op-Six will distribute its comments on the updated six-year plans by September 15, with responses due from the institutions by October 15. [Additional relevant information on the six-year planning process appears in Item III.F. of the agenda of the Resources and Planning Committee.]

Planning for the Annual “Educational Program” for Members of Governing Boards: Council is required by statute to conduct an annual educational program for recent appointees to public institutions’ boards; SCHEV dubs this event the “BOV (Boards of Visitors) Orientation.” This year the Youngkin Administration requested that the event include all members of the 15 public boards (14 BOVs and the State Board for Community Colleges/SBCC). SCHEV staff procured event space in Virginia Beach for November 12 and 13. Staff also formed a planning group that, as also required in statute, includes representatives of the public institutions and their

boards, including BOV members Gil Bland (NSU) and Leonard Haynes (VSU). Council Chair John Jumper and member Carlyle Ramsey also are members. The planning group met on August 16 and will meet again in September and October to flesh out the final agenda and determine speakers.

Report on Survey of High School Seniors: In early September, staff received the final report from the Old Dominion University research units with which SCHEV contracted for a survey of high school seniors regarding their post-graduation plans and reasonings. The report confirmed the preliminary results that the researchers shared with Council in July, namely that the majority of respondents reported plans to participate in postsecondary education or training, and that the most common reasons reported for not pursuing higher education were concerns about costs and perceptions of adequate economic opportunities without the need for more education. Last week, staff shared the report with members of the Resources and Planning Committee, which had discussed the preliminary results in July.

Leadership Team Retreat: I convened SCHEV senior staff for a two-day, off-site retreat in August. We began to flesh out strategic priorities, objectives, and key results for the agency in the coming year, and we discussed current and future SCHEV needs and internal dynamics. We developed an operating framework for the coming year, with a focus on aligning for success, and plans for a staff mentorship program.

GPAC Meeting: On August 26, I convened public-institution chief executive officers virtually as the General Professional Advisory Committee. Secretary Aimee Guidera participated. The agenda included discussion of SCHEV's 2024-25 priorities and OKRs (see above); Council's potential budget and policy recommendations; and ongoing impacts of the FAFSA "simplification" on the current and next academic year. Staff updated attendees on discussion with VITA on procurement and use of artificial intelligence; plans for the additional internship-related appropriation; the joint meeting of SCHEV Council and the Council of Presidents (COP) in September; and the annual BOV orientation in November.

FAC Meeting: Last week, staff convened public-institution chief finance officers virtually as the Finance Advisory Committee. The agenda included discussion of the topics that appeared on the agenda of yesterday's meeting of the Resources and Planning Committee; the potential budget and policy recommendations that Council discussed earlier today; and other topics of relevance to attendees.

Agency Staff Meetings: I convened agency staff meetings on July 24 and August 22 to update staff on agency and Council activities and to review results of the monthly staff polls. Our July meeting also delved into ideas and opportunities for professional development. Our August meeting included an overview of an agency section (Board/Executive Operations and Communications); news on staff hirings and departures, including the retirement of long-time Budget Director Ellie Boyd; and review of the outcomes of the leadership retreat (see above).

Out and About: Over the past two months, my outreach has included participation in the State Higher Education Executive Officers (SHEEO) Annual Meeting; Lumina Foundation's State Policy Retreat; meetings of the Virginia529 board and committees; Commission to Study the History of the Uprooting of Black Communities meeting; Amazon HQ2 Partnership Steering Committee (two meetings); Virginia Education and Workforce Data Workgroup (two meetings); Southern Virginia Higher Education Center (SVHEC) board meeting; meetings of workgroups convened by the Virginia Business Higher Education Council (VBHEC) to assist with the internship initiative (V-TOP); and meetings with Joint Legislative Audit and Review Commission (JLARC) staff on their pending study reports. I also met with officers of the Council of Independent Colleges in Virginia (CICV), as well as multiple chief executives, namely David Dore (VCCS), William Dudley (WLU), Bonnie Cordon (SVU), Janet Gullickson (GCC), Troy Paino (UMW), and Cedric Winns (VMI). I attended President Cordon's inauguration.



Dr. Lisa Coons
Superintendent of Public Instruction

Lisa Coons serves as Virginia’s 27th superintendent of public instruction, having been appointed by Governor Youngkin in March 2023. In her role, Dr. Coons serves as the executive officer of the Virginia Department of Education (VDOE) and as secretary of the state Board of Education (BOE). Previously, she served as chief academic officer for the Tennessee Department of Education. Dr. Coons holds a doctorate in education from Lipscomb University.

Dr. Coons will discuss Virginia’s new [School Performance and Support Framework](#), which the Board of Education approved in August 2024 following almost a year of public hearings. As a redesign of the prior accreditation system for Virginia public schools, the new accountability framework identifies tiered supports on which VDOE will partner with K-12 schools to implement. It provides critical performance information by school, grade level, and federally-identified student group (e.g., English learners, Black students, and students with disabilities) that is more accurate, more transparent and clearer than the prior Standards of Accreditation.

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Program Approval and Changes*,” the following items approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Longwood University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Bachelor of Science (BS) degree program in Elementary and Middle School Education and Teaching (13.1206) with 127- 134 credit hours to 120-123 credit hours 	Fall 2024
James Madison University	Post-Professional Certificate Program Approved: <ul style="list-style-type: none"> Literacy Education (13.1315) 	Fall 2024
James Madison University	Program Name Change Approved: <ul style="list-style-type: none"> Change the name of the Graduate Certificate in Educational Technology (13.0501) to Learning Design and Technology (13.0501) 	Fall 2024
James Madison University	Program Name Change Approved: <ul style="list-style-type: none"> Change the name of the Bachelor of Arts/Bachelor of Science (BA/BS) in General Psychology (42.0101) to Psychology (42.0101) 	Fall 2024
Old Dominion University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Computer Science for Teachers (11.0199) 	Fall 2025
Old Dominion University	Program Modification Approved: <ul style="list-style-type: none"> Add an online delivery format to the Master of Arts (MA) in Economics (45.0603) 	Fall 2024
Radford University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Health Administration (MHA) degree program in Healthcare Administration (51.0701) with 45 credit hours to 36 credit hours 	Fall 2024
Richard Bland College	Certificate Program Approved: <ul style="list-style-type: none"> Uncrewed Aerial Systems (49.0109) 	Fall 2024
Tidewater Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> Merge the Associate of Applied Science (AAS) in Civil Engineering Technology (15.0201), the AAS in Electronics 	Fall 2024

Institution	Degree/Program/CIP	Effective Date
	Technology (47.0105), the AAS in Industrial Technology (15.0699), and the AAS in Mechanical Engineering Technology (15.0899) into a AAS degree program in Engineering Technology (15.0000)	
University of Virginia	Program Modification Approved: <ul style="list-style-type: none"> Add an online delivery format to the Master of Education (MEd) in Special Education (13.1001) 	Fall 2024
Virginia Highlands Community College	Program Name Change Approved: <ul style="list-style-type: none"> Change the name of the Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103) 	Summer 2024
Virginia Peninsula Community College	Program Name Change Approved: <ul style="list-style-type: none"> Change the name of the Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103) 	Summer 2024

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Program Approval and Changes*,” the following items approved and reported:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Graduate Certificate Program Discontinuances Approved: <ul style="list-style-type: none"> International Baccalaureate Teaching and Learning (13.1212) International School Leadership Practice (13.0412) School Psychology (42.2805) 	Spring 2025
Radford University	Program Discontinuation Approved: <ul style="list-style-type: none"> Post-Baccalaureate Certificate program in Teaching Language Arts in the Digital Age (23.9999) 	Fall 2024
Radford University	Program Discontinuation Approved: <ul style="list-style-type: none"> Doctor of Psychology (PsyD) degree program in Counseling Psychology (42.2803) [Council Approval Date: October 17, 2006] 	Fall 2024
University of Virginia	Program Discontinuances Approved: <ul style="list-style-type: none"> Education Specialist (EdS) degree program in Counselor Education 	Fall 2024

Institution	Degree/Program/CIP	Effective Date
	(13.1101) [Council Approval Date: April 2, 1974] <ul style="list-style-type: none"> Education Specialist (EdS) degree program in Higher Education (13.0406) [Council Approval Date: April 2, 1974] 	
University of Virginia	Program Discontinuance Approved: <ul style="list-style-type: none"> Education Specialist (EdS) degree program in Special Education (13.1001) [Council Approval Date: April 2, 1974] 	Summer 2024

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Internal and Off-Campus Organizational Changes*,” the following items approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Christopher Newport University	Create the Department of Music, Theatre, and Dance . The Department will reside in the College of Arts and Humanities. The new department will ensure “all faculty” teaching in the “three disciplinary areas” are in the same academic unit and able to work together “to administer related academic programs.”	October 4, 2024
James Madison University	Rename the Department of Foreign Languages, Literatures, and Cultures to the Department of World Languages and Cultures . The Department has been renamed to address a recommendation by an external review team “to remove the word foreign” and “utilize terminology that reflects the diversity, equity, and inclusion of the department.” The new name also will reflect “the overall academic focus of the unit.”	August 1, 2024
Old Dominion University	Reorganize the School of Community and Environmental Health to establish two departments: the Department of Epidemiology, Biostatistics, and Environmental Health , and the Department of Health Behavior, Policy, and Management . The Departments will reside in the Joint School of Public Health. The	September 30, 2024

Institution	Change/Site	Effective Date
	<p>establishment of separate departments “will support the needs of the faculty in their specific disciplinary areas.” Faculty will be able “to collaborate in teaching and conducting research in their disciplinary area.” Further, the reorganization will ensure faculty in respective disciplines “are supported by discipline-specific leadership.”</p>	
Radford University	<p>Reorganize the Department of English and the Department of Foreign Languages to establish the School of Writing, Language, and Literature. The School will reside in the College of Humanities and Behavioral Sciences. The establishment of one academic unit will “provide stable leadership for the faculty teaching in foreign languages and literatures at the university.”</p>	August 10, 2024
University of Virginia	<p>Create the Department of Genome Sciences. The Department will reside in the School of Medicine. The new department is needed to “ensure that human genome research is supported appropriately and adequately by the School of Medicine and at the university.” Further, as a research department, the department will “demonstrate the University’s commitment to the discipline of human genome sciences.”</p>	July 17, 2024
University of Virginia	<p>Create the Department of Graduate Nursing Programs. The Department will reside in the School of Nursing. The new department will establish an academic unit “focused on needs of faculty and students that are unique to” the doctoral level clinical degree program, master’s level degree program, and post-master’s certificate programs. Moreover, the department will provide an infrastructure to faculty in their teaching, clinical practice and education, and service to ensure nursing graduate education is adequately supported in the School of Nursing and at the university.”</p>	August 19, 2024

Institution	Change/Site	Effective Date
	<p>UVA will close two departments—the Department of Acute & Specialty Care and, the Department of Family, Community & Mental Health Systems—and utilize the resources to establish and operate the proposed new department.</p>	
<p>University of Virginia</p>	<p>Create the Department of Nursing Research. The Department will reside in the School of Nursing. The department will serve as “the primary academic unit for scholars dedicated to research and scholarly excellence in nursing.” The new department is needed to “ensure that doctoral level education in nursing research and faculty teaching and working in nursing research are adequately and properly supported by the School of Nursing and at the university.”</p> <p>UVA will close two departments—the Department of Acute & Specialty Care and, the Department of Family, Community & Mental Health Systems—and utilize the resources to establish and operate the proposed new department.</p>	<p>August 19, 2024</p>
<p>University of Virginia</p>	<p>Create the Department of Undergraduate Nursing Programs. The Department will reside in the School of Nursing. The new department is needed to “focus on teaching and improvements in instructional design services that support pedagogical innovation and respond to the learning needs of undergraduate students.”</p> <p>UVA will close two departments—the Department of Acute & Specialty Care and, the Department of Family, Community & Mental Health Systems—and utilize the resources to establish and operate the proposed new department.</p>	<p>August 19, 2024</p>